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ABSTRACT

The document is comprised of objectives and information on step-by-step tasks for instruction of trainable mentally retarded students and for development of individualized education programs. Each objective includes information on materials, behavioral criteria, and a chart to assess task analyzed steps. Four main skill areas are covered (sample instructional objectives in parentheses): communication (verbal and nonverbal expression, pre-reading, reading, and writing); daily living skills (self feeding, putting on and taking off clothes, fastening clothes, washing hands, toileting, grooming, cleaning, and table setting); motor skills (drawing, pegboard tasks, working puzzles, balancing, imitating gross motor movements, and handwriting) ; and quantitative skills (counting, addition, subtration, telling time, counting change, and managing money). (CL)

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ED172464

TASK ANALYSES and OBJECTIVES

for

TRAINABLE MENTALLY RETARDED

~ communication skills ~

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The views expressed in this publication do not necessarily reflect those of the Minneapolis Public Schools or the Office of Education.

These objectives and task analysis were written and compiled by the Emerson Outreach staff for use with the trainable mentally retarded students at Emerson School in Minneapolis, Minnesota. They can be used by special educators to write individual educational plans and to teach students the prescribed objectives. Parents can also use the notebook to learn the step-by-step procedure for teaching their child a skill.

Each objective has a chart to accompany it. Most charts are on the same page, on the back of the objective or on the page or pages following the objective. Some general charts have been developed to be used with more than one objective; numbers, reading, money, etc. These charts are found at the end of the section of objectives requiring the chart. If there is no chart given or referred to, a blank chart is to be used and will be at the end of the booklet.

The majority of the charts have the steps of the task analysis or a sequence on the left side of the chart. Going across the page are nine blank boxes for each step. This type of chart can be used in two ways.

1. Use the chart for more than one student and fill in their names across the top. Write in the date achieved for each step as they achieve it.

Turns on cold water									
Turns on hot water									
Places hands in water									

2. Use the chart for only one student and fill in the months, weeks or days across the top as appropriate. Written comments, dates, etc. can be filled in each box.

Turns on cold water									
Turns on hot water									
Places hands in water									

Some of the objects have no task analysis so the charts are blank. They can be used in any manner you wish to use them.

Another type of chart used for some of the Quantitative and Communication areas is different. It has numbers, letters, sounds, etc., listed down the left side and several skills across the top. This type of chart can be used for only one student and the date achieved can be filled in each box.

Ed. Obj: Communication

Inst. Obj: Expressing non-verbally

Given: 10 Bliss Symbols

The student will: indicate his/her wants by pointing or touching the appropriate symbol

Criteria: 3 out of 4 times

Task Analysis:

1. Presented with one symbol, student independently pats the cards representing a desired object, action, or person to obtain wants.
2. Presented with the trained symbol card, and a blank card, student independently selects the trained symbol to obtain wants.
3. Presented with trained symbol, and a new meaningful symbol, student selects one to obtain wants.
4. Presented with five meaningful symbols, student selects the one which indicates wants.

1. Presented with one symbol, student independently pats the card representing a desired object, action, or person to obtain wants.									
2. Presented with the trained symbol card, and a blank card, student independently selects the trained symbol to obtain wants.									
3. Presented with trained symbol, and a new meaningful symbol, student selects one to obtain wants.									
4. Presented with five meaningful symbols, student selects the one which indicates wants.									

Emerson Outreach

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Non-verbally

Given: A situation requiring a positive response, e.g. say to George "Is your name George?"

The student will: Shake his head up and down two times to indicate "yes."

Criteria: 5 out of 5 times

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Non-verbally

Given: A situation requiring a negative response, e.g. say to George "Is your name John?"

The student will: Rotate his head twice to indicate "no."

Criteria: 5 out of 5 times

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Non-verbally

Given: A situation requiring a positive response, e.g. "Do you ride the bus to school?"

The student will: Sign the response "yes."

Criteria: 5 out of 5 times

Task Analysis:

1. Extend the hand down.
2. Curl the four fingers inward until the tips of the fingers touch the palm.
3. Lock the thumb around the index finger (making a fist.)
4. Move the entire fist up and down from the wrist, (as if one were knocking on a table.)

1. Extend the hand down.									
2. Curl the four fingers inward until the tips of the fingers touch the palm.									
3. Lock the thumb around the index finger (making a fist.)									
4. Move the entire fist up and down from the wrist (as if one were knocking on a table.)									

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Non-verbally

Given: A situation requiring a negative response, e.g. say to George "Is your name John?"

The student will: Sign the response "no."

Criteria: 5 out of 5 times

Task Analysis:

1. Extend the hand palm down.
2. Curl two fingers (the small finger and the ring finger) inward until the tips of the two fingers touch the palm of the hand.
3. The index finger and middle finger will remain extended.
4. Place the thumb at the tips of the two extended fingers.
5. Open and close the thumb and two fingers in a movement which resembles a bird opening and closing his beak.

1. Extend the hand palm down.									
2. Curl two fingers (the small finger and the ring finger) inward until the tips of the two fingers touch the palm of the hand.									
3. The index finger and middle finger will remain extended.									
4. Place the thumb at the tips of the two extended fingers.									
5. Open and close the thumb and two fingers in a movement which resembles a bird opening and closing his beak.									

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Non-Verbally

Given: A signed or verbal request

The student will: Sign the manual alphabet

Criteria: In sequence 3 out of 3 times

A.									
B.									
C.									
D.									
E.									
F.									
G.									
H.									
I.									
J.									
K.									
L.									
M.									
N.									

O.									
P.									
Q.									
R.									
S.									
T.									
U.									
V.									
W.									
X.									
Y.									
Z.									

Emerson Outreach

Ed. Obj:	Communication
Inst. Obj:	Understanding and Expressing Non-verbally
Given:	The signed or verbal request "What is your name?"
The student will:	Sign the spelling of his name
Criteria:	5 out of 5 times
Task Analysis:	Teacher should complete chart with letters of student's name

Ed. Obj:	Communication
Inst. Obj:	Understanding and Expressing Non-Verbally
Given:	A signed or verbal request from the teacher to imitate a sign
The student will:	Imitate the sign.
Criteria:	5 out of 5 times
Task Analysis:	Teacher should complete chart with appropriate signs

Emerson Outreach

Ed. Objective: Communication
Inst. Objective: Understanding and Expressing Non-verbally
Given: A signed or verbal request for a 2-3 word phrase from the teacher
The student will: Give the signs requested
Criteria: 5 out of 5 times
Task Analysis: Teacher should complete chart with appropriate phrases

Ed. Objective: Communication
Inst. Objective: Non-verbal
Given: the corresponding situations
The student will: make signs in the correct situations
Criteria: 5 out of 5 times
Task Analysis: Teacher .....signs

Ed. Objective: Communication
Inst. Objective: Understanding and Expressing Non-verbally
Given: A signed or verbal request from the teacher
The student will: Give the sign requested
Criteria: 5 out of 5 times
Task Analysis: Teacher should complete chart with appropriate objects.

Ed. Obj: Communication

Inst Obj: Understanding and Expressing Non-verbally

Given: A request to identify a picture depicting a basic concept (i.e. up, down, over, under, big, little) from a choice of 3.

The student will: Identify the correct picture

Criteria: 3 out of 3 times

Task Analysis: Teacher should complete chart with appropriate concepts

Emerson Outreach

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Verbally

Given: A prompt meaningful to the student

The student will: Make a sound

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Verbally

Given: A situation requiring a positive response, e.g. "Do you ride the bus to school?"

The student will: Say "yes"

Criteria: 5 out of 5 times

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Verbally

Given: A situation requiring a negative response, e.g., say to George "Is your name John?"

The student will: Say no

Criteria: 5 out of 5 times

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Verbally

Given: A full length mirror and the question "Who is that?"

The student will: Point to and identify himself by name

Criteria: 3 out of 3 times (may point to self or image in mirror.)

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Verbally

Given: A verbal request

The student will: State his first and last name

Criteria: So that 3 out of 4 people can understand him.

Task Analysis:
1. States first name.
2. States first and last name.

1. States first name.									
2. States first and last name.									

Emerson Outreach

Ed. Obj: Communication

Inst. Obj: Understanding and Expressing Verbally

Given: a picture with a scene and a request to tell what he sees

The student will: name two objects

Criteria: in the picture

Task Analysis: None

Ed. Obj: - Communication Skills

Inst. Obj: Understanding and Expressing Verbally

Given: Pictures of objects with which the student should be familiar and a verbal request from the teacher

The student will: State the name of the object

Criteria: 5 out of 5 times

Task Analysis: Teacher should complete chart with appropriate objects

Emerson Outreach

Ed. Obj: Communication Skills
Inst. Obj: Understanding and Expressing Verbally
Given: A verbal request
The student will: State his address
Criteria: So that 3 out of 4 people can understand him
Task Analysis:

1. States number of house.
2. States street.
3. Order correct.

1. States number of house.									
2. States street.									
3. Order correct.									

Ed. Obj: Communication Skills

Inst. Obj: Understanding and Expressing Verbally

Given: A verbal request

The student will: State his phone number

Criteria: So that 3 out of 4 people can understand him

Task Analysis:

1. States first three numbers.
2. States last four numbers.
3. Order correct.

1. States first three numbers.									
2. States last four numbers.									
3. Order correct.									

Emerson Outreach

Ed. Obj: Communication

Inst. Obj: Expressing Verbally

Given: Instruction in Ready, Set, Go Language Program

The student will: complete each section

Criteria: according to criteria given in each section. (Student will be placed according to ability and does not need to complete each section

Task Analysis:

1. Preliminary Skills
2. Functional Play
3. Motor Imitation
4. Receptive Procedure I
5. Receptive Procedure II
6. Following Directions
7. Sound Imitation
8. Single Words
9. Beginning Social Conversation

1. Preliminary Skills									
2. Functional Play									
3. Motor Imitation									
4. Receptive Procedure I									
5. Receptive Procedure II									
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7. Sound Imitation									
8. Single Words									
9. Beginning Social Conversation									

Ready, Set, Go Language Program
Nessonger Company
Ohio State University

Emerson Outreach

Ed. Obj: Communication

Inst. Obj: Expressing Verbally

Given: The 120 Melds Parent Lessons

The student will: complete them

Criteria: 90% accuracy

Task Analysis: Lessons 1-10
11-20
21-30
31-40
41-50
51-60
61-70
71-80
81-90
91-100
101-110
111-120

Melds Recording Chart	Date Started	Date Finished	Add'l. Info.
Lessons 1-10			
11-20			
21-30			
31-40			
41-50			
51-60			
61-70			
71-80			
81-90			
91-100			
101-110			
111-120			

Minnesota Early Development Sequence
(MELDS) Center in Education-of Handicapped
Children, University of Minnesota.

Emerson Outreach

Ed. Obj: Communication

Inst. Obj: Pre-reading

Given: 3 common objects and 1 minute to study them before one of the objects is removed, while student's eyes are covered

The student will: tell which object is missing

Criteria: 3 out of 3 times

Task Analysis: Teacher should complete chart with appropriate objects

Ed. Obj: Communication

Inst. Obj: Pre-reading

Given: Three objects, 2 of which are identical

The student will: Match the two like objects

Criteria: 3 out of 3 times for 5 different objects

Task Analysis: Teacher should complete chart with appropriate objects

Ed. Obj: Communication

Inst. Obj: Pre-reading

Given: an object and two pictures, one of which is an identical portrayal of the object

The student will: match the object to corresponding picture

Criteria: 3 out of 3 times for 5 different objects

Task Analysis: Teacher should complete chart with appropriate objects

Ed. Obj: Communication Skills

Inst. Obj: Pre-reading

Given: 2 sets of 3-5" colored cards of the 9 basic colors listed below and a verbal request to match corresponding colors from a choice of 3

The student will: do so

Criteria: 5 out of 5 times for each color

Task Analysis:

1. Red
2. Yellow
3. Blue
4. Green
5. Orange
6. Purple
7. Black
8. Brown
9. White

Ed. Obj: Communication Skills

Inst. Obj: Pre-reading

Given: A set of 3-5 inch colored cards of the 9 basic colors and objects of corresponding colors

The student will: Match color card to corresponding colored object from a choice of 3.

Criteria: 5 out of 5 times for each color

Task Analysis:

1. Red
2. Yellow
3. Blue
4. Green
5. Orange
6. Purple
7. Black
8. Brown
9. White

Emerson Outreach

Ed. Objective: Communication Skills

Inst. Objective: Pre-reading

Given: A request from the teacher to identify a certain color and three objects of different colors (from those listed below)

The student will: Point to the correct color

Criteria: 5 out of 5 times for each color

Task Analysis:

1. Red
2. Yellow
3. Blue
4. Green
5. Orange
6. Purple
7. Black
8. Brown
9. White

Ed. Objective: Communication Skills

Inst. Objective: Pre-reading

Given: A verbal request and objects of the colors listed below

The student will: Name the color of each object

Criteria: 5 out of 5 times for each object.

Task Analysis:

1. Red
2. Yellow
3. Blue
4. Green
5. Orange
6. Purple
7. Black
8. Brown
9. White

Ed. Objective: Communication Skills

Inst. Objective: Pre-reading

Given: blocks of the following colors and the color words: red, yellow, green, blue, orange, purple, black, brown, white

The student will: match color to color word

Criteria: 5 out of 5 times

Task Analysis:

1. Red
2. Yellow
3. Blue
4. Green
5. Orange
6. Purple
7. Black
8. Brown
9. White

	Points to Color	Names color	Match Color to Color word											
1. Red														
2. Yellow														
3. Blue														
4. Green														
5. Orange														
6. Purple														
7. Black														
8. Brown														
9. White														

Ed. Obj: Communication Skills

Inst. Obj: Pre-reading

Given: 2 sets of 3"-5" cut out shapes, and a verbal request to match corresponding shapes

The student will: do so

Criteria: 5 out of 5 times

Task Analysis:

1. square
2. circle
3. triangle
4. oval
5. rectangle
6. star

Ed. Obj: Communication Skills

Inst. Obj: Pre-reading

Given: A request from the teacher to identify a specific shape and three 3"-5" different cut out shapes

The student will: Point to the correct shape

Criteria: 5 out of 5 times for each shape

Task Analysis:

1. square
2. circle
3. triangle
4. oval
5. rectangle
6. star

Ed. Obj: Communication Skills

Inst. Obj: Pre-reading

Given: A verbal request and 3"-5" cut out shapes one at a time (set includes square, circle, triangle, oval, rectangle and star)

The student will: Name each shape

Criteria: 5 out of 5 times for each shape

Task Analysis:

1. square
2. circle
3. triangle
4. oval
5. rectangle
6. star

	Match	Point to:	Name							
1. Square										
2. Circle										
3. Triangle										
4. Oval										
5. Rectangle										
6. Star										

Emerson Outreach

Ed. Obj: Communication Skills
Inst. Obj: Reading
Given: A choice of at least 3 first names and a request to identify his name
The student will: Point to his own name
Criteria: 5 out of 5 times

Ed. Obj: Communication Skills
Inst. Obj: Reading
Given: His name in printed form
The student will: Orally read it
Criteria: 5 out of 5 times

Ed. Obj: Communication
Inst. Obj: Reading
Given: the letters of his first and last name
The student will: order them correctly
Criteria: 5 out of 5 times

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: A choice of at least three addresses and a request to identify his address

The student will: Point to his own address

Criteria: 5 out of 5 times

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: His address in printed form

The student will: Orally read it

Criteria: 5 out of 5 times

Emerson Outreach

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: A verbal request

The student will: Recite the letters of the alphabet in order

Criteria: 5 out of 5 times

Task Analysis: See alphabet reading recording chart

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: 3 cards at a time upon which are printed upper case letters (set includes A-Z) and a request from the teacher to identify a specific letter

The student will: Pick out the correct letter

Criteria: 5 out of 5 times for each letter of the alphabet

Task Analysis: See alphabet reading recording chart

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: 3 cards at a time upon which are printed lower case letters (set includes a-z) and a request from the teacher to identify a specific letter

The student will: Pick out the correct letter

Criteria: 5 out of 5 times for each letter of the alphabet

Task Analysis: See alphabet reading recording chart

Ed. Obj: Communication Skills
Inst. Obj: Reading
Given: Cards upon which are printed the upper case letters A-Z
The student will: Name all the letters of the alphabet randomly
Criteria: 5 out of 5 times for each letter of the alphabet
Task Analysis: See alphabet reading recording chart

Ed. Obj: Communication Skills
Inst. Obj: Reading
Given: Cards upon which are printed the lower case letters a-z
The student will: Name all the letters of the alphabet randomly
Criteria: 5 out of 5 times for each letter of the alphabet
Task Analysis: See alphabet reading recording chart

Ed. Obj: Communication Skills
Inst. Obj: Reading
Given: One set of cards upon which is printed upper case letters A-Z and a similar set in lower case
The student will: Match upper case to lower case
Criteria: 5 out of 5 times for each letter of the alphabet
Task Analysis: See alphabet reading recording chart

Name ____________

Alphabet Recording Chart

	Names Letters Rote	Identifys letters Non-Verb Upper	Identifys letters Non-Verb Lower	Names Letters Randomly Upper	Names Letters Randomly Lower	Matches Upper to Lower
A						
B						
C						
D						
E						
F						
G						
H						
I						
J						
K						
L						
M						
N						
O						
P						
Q						
R						
S						
T						
U						
V						
W						
X						
Y						
Z						

Emerson Outreach

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: The functional word list 1-30

The student will: Read all the words (verbally or non-verbally)

Criteria: 5 out of 5 times

Task Analysis:

1. DANGER
2. CAUTION
3. KEEP OUT
4. POISON
5. NO SMOKING
6. MEN
7. WOMEN
8. LADIES
9. GENTLEMEN
10. GIRLS
11. BOYS
12. OFFICE
13. TELEPHONE
14. RESTROOMS
15. POLICE
16. LUNCHROOM
17. UP
18. DOWN
19. IN
20. OUT
21. OFF
22. EXIT
23. QUIET
24. INFORMATION
25. PUSH
26. PULL
27. STOP
28. DON'T WALK
29. WALK
30. WAIT

1. DANGER									
2. CAUTION									
3. KEEP OUT									
4. POISON									
5. NO SMOKING									
6. MEN									
7. WOMEN									
8. LADIES									
9. GENTLEMEN									
10. GIRLS									
11. BOYS									
12. OFFICE									
13. TELEPHONE									
14. RESTROOMS									
15. POLICE									

16. LUNCHROOM									
17. UP									
18. DOWN									
19. IN									
20. OUT									
21. OFF									
22. EXIT									
23. QUIET									
24. INFORMATION									
25. PUSH									
26. PULL									
27. STOP									
28. DON'T WALK									
29. WALK									
30. WAIT									

Ed. Obj: Communication

Inst. Obj: Reading

Given: 150 words from the Edmark Reading Series

The student will: read them

Criteria: 90% accuracy

Task Analysis: Word recognition
1 - 10
11-20
21-30
31-40
41-50
51-60
61-70
71-80
81-90
91-100
101-110
111-120
121-130
131-140
141-150

Edmark Reading Series
Edmark Associates

Edmark Reading Series Progress Chart	Date Started	Date Finished	Add'l. Info.
Word recognition 1-10			
11-20			
21-30			
31-40			
41-50			
51-60			
61-70			
71-80			
81-90			
91-100			
101-110			
111-120			
121-130			
131-140			
141-150			

Ed. Obj:	Communication
Inst. Obj:	Reading
Given:	a request and word cards for the words introduced in the Sullivan Reading Readiness
The student will:	read (sounding out) all the words
Criteria:	5 out of 5 times
Task Analysis:	See Sullivan Reading chart

Ed. Obj:	Communication
Inst. Obj:	Reading
Given:	the Sullivan Reading Series, Pre-Reader to Book 27
The student will:	Complete them
Criteria:	with 70% accuracy on each unit test
Task Analysis:	See Sullivan Reading chart

Sullivan Associates Program
McGraw-Hill

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: An oral sound and a group of at least three symbol cards

The student will: Select the card that corresponds to the sound given

Criteria: 5 out of 5 times for each sound

Task Analysis: See either High Hat sound chart or Sullivan sound chart, whichever is appropriate

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: A symbol card

The student will: Pronounce the sound that corresponds to the given symbol

Criteria: 5 out of 5 times for each symbol

Task Analysis: See either High Hat sound chart or Sullivan sound chart, whichever is appropriate

Emerson Outreach

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: A written 3-4 letter word, e.g. big fox

The student will: Point to and pronounce the beginning sound only

Criteria: 5 out of 5 times for each sound

Task Analysis See either High Hat sound chart or Sullivan sound chart, whichever is appropriate

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: A written 3-4 letter word, e.g. hit, red

The student will: Point to and pronounce the final sound only

Criteria: 5 out of 5 times for each sound

Task Analysis: See either High Hat sound chart or Sullivan sound chart, whichever is appropriate

Ed. Obj: Communication Skills

Inst. Obj: Reading

Given: A written 3-4 letter word containing only 3 sounds, e.g. moon, fi

The student will: Point to and pronounce the middle sound only

Criteria: 5 out of 5 times for each sound

Task Analysis: See either High Hat sound chart or Sullivan sound chart, whichever is appropriate

Emerson Outreach

Hi Hat Recording Chart

Name ____________________

Names Sound Symbol	Names Character	Names First Sound	Names Middle Sound	Names Final Sound
1. m	Marty Mouse	me	hammer	time
2. e	Eli Eel	easy	keep	be
3. f	Fanny Fox	five	coffee	knife
4. oo	Oopy Oops	ooze	boot	too
5. p	Penny Put	put	apple	top
6. oi	Oily Oink	oil	soil	boy
7. o	Oh-No Oboe	Ohio	boat	no
8. b	Buzzy Bee	bed	rubber	tub
9. a	Ada Ape	ate	rake	hay
10. t	Tiger Tom	tie	potato	hit
11. i	I Spy	I	bike	my
12. s	Sailor Sam	sew	pencil	mouse
13. i	Itchy Itch	it	pit	monkey
14. c and k	Copy Cat	kite	monkey	bike
15. a	Annie Apple	at	bat	*
16. h	Hairy Horse	hat	doghouse	*
17. w	Willie Watch	we	sidewalk	*
18. d	Dirty Dan	do	ladder	had
19. e	Eddie Elf	Ed	bed	*
20. n	Noisy Nan	no	penny	gun
21. o	Ollie Octopus	olive	cot	*
22. z and s	Zoo Zoo	zebra	busy	buzz
23. g	Gordon Goat	get	wagon	egg
24. u	Uncle Up	us	bus	*

* The sound does not commonly occur in this position

25. l	Look and Listen	lake	pillow	ball
26. oo	Ooky Ook	*	book	*
27. v	Vitamine Vine	vase	shovel	move
28. a	Awful Auto	all	ball	*
29. th	Thelma Thumb	think	bathtub	teeth
30. sh	Shy Shadow	she	washing	fish
31. ou	Outside Owl	out	about	cow
32. y	Yellow Yo-Yo	yes	onion	*
33. er	Early Bird	early	circus	her
34. r	Regular Rabbit	red	carrot	car
35. ch	Charlie Choo-Choo	chain	watching	catch
36. j	Jumping Jack	jam	engine	bridge
37. th	The Thup	that	father	bathe
38. ng	Inky Inkpen	English	ringing	ring

* The sound does not commonly occur in this position

Taken from Hi Hat Parent Workbook published by American Guidance Service, Inc.

Emerson Outreach

Book	Concept or test	Does student understand or test score
Pre-reader	a	
Pre-reader	i	
Pre-reader	n	
Pre-reader	p	
Pre-reader	t	
Pre-reader	m	
Pre-reader	I	
Book 1	th	
Book 1	f	
Book 1	c(hard)	
Book 1	s	
Book 1	b	
Book 1	Unit 1 test	
Book 1	ng	
Book 1	nn	
Book 1	Unit 2 test	
Book 1	h	
Book 1	Unit 3 test	
Book 1	sh (beginning)	
Book 1	st (final)	
Book 1	nd (final)	
Book 1	g	
Book 1	Unit 4 test	
Book 2	ff	

Book	Concept or test	Does student understand or test score
Book 2	st (beg. stand)	
Book 2	Unit 1 test	
Book 2	r	
Book 2	tr	
Book 2	Unit 2 test	
Book 2	dr (drip)	
Book 2	ch (chin)	
Book 2	tch (catch)	
Book 2	scr (scratch)	
Book 2	k	
Book 2	br (bring)	
Book 2	Unit 3 test	
Book 2	ck tack)	
Book 2	l	
Book 2	nk pink)	
Book 2	e	
Book 2	Unit 4 test	
Book 3	sl (sled)	
Book 3	ll Bell)	
Book 3	gl (glad)	
Book 3	Unit 1 test	
Book 3	lk milk)	
Book 3	sp (spill)	
Book 3	gr (grass)	
Bo	Unit 2 test	

Book	Concept or test	Does student understand or test score
Book 3	cr (crack)	
Book 3	sk (skip)	
Book 3	bl (black)	
Book 3	w	
Book 3	Unit 3 test	
Book 3	contractions'	
Book 3	spl (splash)	
Book 3	Unit 4 test	
Book 4	lp (help)	
Book 4	sk (mask)	
Book 4	Unit 1 test	
Book 4	gg (egg)	
Book 4	Unit 2 test	
Book 4	sw (swim)	
Book 4	fl (flap)	
Book 4	ft (left)	
Book 4	Unit 3 test	
Book 4	ed (Past tense)	
Book 4	v	
Book 4	silent e	
Book 4	Unit 4 test	
Book 5	mp (lamp)	
Book 5	Unit 1 test	
Book 5	x (ax)	

Book	Concept or test	Does student understand or test score	
Book 5	lf (shelf)		
Book 5	tt (mitt)		
Book 5	Unit 2 test		
Book 5	er (helper)		
Book 5	cl (class)		
Book 5	Unit 3 test		
Book 5	wh (which)		
Book 5	Unit 4 test		
Book 6	j (jam)		
Book 6	ir (bird)		
Book 6	Unit 1 test		
Book 6	et (jacket)		
Book 6	est (biggest)		
Book 6	y (fly)		
Book 6	Unit 2 test		
Book 6	fr (fry)		
Book 6	quotation marks		
Book 6	ar (star)		
Book 6	Unit 3 test		
Book 6	e (she)		
Book 6	tw (twin)		
Book 6	sm (small)		
Book 6	Unit 4 test		

Book	Concept or test	Does student understand or test score	
Book 7	str (string)		
Book 7	ct (act)		
Book 7	pt (slept)		
Book 7	alk (walk)		
Book 7	Unit 2 test		
Book 7	Unit 3 test		
Book 7	u (bus)		
Book 7	Unit 4 test		
Book 8	Unit 1 test		
Book 8	Unit 2 test		
Book 8	Unit 3 test		
Book 8	Unit 4 test		
Book 9	Unit 1 test		
Book 9	Unit 2 test		
Book 9	Unit 3 test		
Book 9	Unit 4 test		
Book 10	Unit 1 test		
Book 10	Unit 2 test		
Book 10	Unit 3 test		
Book 10	Unit 4 test		
Book 11	Unit 1 test		
Book 11	Unit 2 test		
Book 11	Unit 3 test		
Book 11	Unit 4 test		

Emerson Outreach

Book	Test	Test score
Book 12	Unit 1 test	
Book 12	Unit 2 test	
Book 12	Unit 3 test	
Book 12	Unit 4 test	
Book 13	Unit 1 test	
Book 13	Unit 2 test	
Book 13	Unit 3 test	
Book 13	Unit 4 test	
Book 14	Unit 1 test	
Book 14	Unit 2 test	
Book 14	Unit 3 test	
Book 14	Unit 4 test	
Book 15	Unit 1 test	
Book 15	Unit 2 test	
Book 15	Unit 3 test	
Book 15	Unit 4 test	
Book 16	Unit 1 test	
Book 16	Unit 2 test	
Book 16	Unit 3 test	
Book 16	Unit 4 test	

Emerson Outreach

Book	Test	Test score
Book 17	Unit 1 test	
Book 17	Unit 2 test	
Book 17	Unit 3 test	
Book 17	Unit 4 test	
Book 18	Unit 1 test	
Book 18	Unit 2 test	
Book 18	Unit 3 test	
Book 18	Unit 4 test	
Book 19	Unit 1 test	
Book 19	Unit 2 test	
Book 19	Unit 3 test	
Book 19	Unit 4 test	
Book 20	Unit 1 test	
Book 20	Unit 2 test	
Book 20	Unit 3 test	
Book 20	Unit 4 test	
Book 21	Unit 1 test	
Book 21	Unit 2 test	
Book 21	Unit 3 test	
Book 21	Unit 4 test	
Book 22	Unit 1 test	
Book 22	Unit 2 test	
Book 22	Unit 3 test	

Book	Test	Test score	
Book 22	Unit 4 test		
Book 23	Unit 1 test		
Book 23	Unit 2 test		
Book 23	Unit 3 test		
Book 23	Unit 4 test		
Book 24	Unit 1 test		
Book 24	Unit 2 test		
Book 24	Unit 3 test		
Book 24	Unit 4 test		
Book 25	Unit 1 test		
Book 25	Unit 2 test		
Book 25	Unit 3 test		
Book 25	Unit 4 test		
Book 26	Unit 1 test		
Book 26	Unit 2 test		
Book 26	Unit 3 test		
Book 26	Unit 4 test		
Book 27	Unit 1 test		
Book 27	Unit 2 test		
Book 27	Unit 3 test		
Book 27	Unit 4 test		

Emerson Outreach

Ed. Obj: Communication

Inst. Obj: Reading

Given: the set (1-10) of Sullivan Reading Series Storybook's and 5 questions from each book

The student will: answer the questions

Criteria: 90% accuracy

Task Analysis: Storybook 1
2
3
4
5
6
7
8
9
10

Sullivan Storybook Recording Chart	Date Started	Date finished	Addt'l. Info.
Storybook 1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Sullivan Associates Program
McGraw-Hill

Emerson Outreach

Ed. Obj: Communication

Inst Obj: Reading

Given: Reading Booster Cards and answer sheets

The student will: complete them

Criteria: with 70% accuracy

Task Analysis:
Level 300
Level 400
Level 500
Level 600
Level 700
Level 800
Level 900
Level 1300
Level 1500
Level 1700

	Date Started	Date Finished	Additional Information
Level 300			
Level 400			
Level 500			
Level 600			
Level 700			
Level 800			
Level 900			
Level 1300			
Level 1500			
Level 1700			

Reading Booster
Webster-McGraw-Hill

Ed. Obj: Communication

Inst. Obj: Reading

Given: The words from a Words Wizard's Unit, a request to spell each word

The student will: write each word spelling them

Criteria: with 70% accuracy

Task Analysis: Teacher should complete chart with appropriate unit

Emerson Outreach

Word Wizards
Hayes School
Publishing Co., Inc.

Ed. Obj: Communication Skills

Inst. Obj: Writing

Given: Materials and a request

The student will: Print his first and last names

Criteria: So that 3 out of 3 people can read it

Task Analysis:

1. Prints letters in first name in correct order.
2. Prints letters in first name recognizably.
3. Spaces letters in first name appropriately.
4. Prints letters in first name within ¼" of printed guidelines.
5. Prints letters in last name in correct order.
6. Prints letters in last name recognizably.
7. Spaces letters in last name appropriately.
8. Prints letters in last name within ¼" of printed guidelines.
9. Spaces between first and last name appropriately.

1. Prints letters in first name in correct order.									
2. Prints letters in first name recognizably.									
3. Spaces letters in first name appropriately.									
4. Prints letters in first name within ¼" of printed guidelines.									
5. Prints letters in last name in correct order.									
6. Prints letters in last name recognizably.									
7. Spaces letters in last name appropriately.									
8. Prints letters in last name within ¼" of printed guidelines.									
9. Spaces between first and last name appropriately.									

Emerson Outreach

Ed. Obj: Communication Skills

Inst. Obj: Writing

Given: Materials and a request.

The student will: Print his address

Criteria: So that 3 out of 3 people can read it

Task Analysis:

1. Prints numbers in correct order
2. Prints numbers recognizably
3. Spaces between numbers appropriately
4. Prints numbers within ¼" of printed guidelines
5. Spaces between numbers and street name appropriately
6. Prints letters in street name and abbreviation in correct order
7. Prints letters in street name and abbreviation recognizably
8. Spaces between letters in street name and abbreviation appropriately
9. Prints letters in street name and abreviation within ¼" of printed guidelines
10. Capitalizes correctly
11. Punctuates correctly

Emerson Outreach

1. Prints numbers in correct order									
2. Prints numbers recognizably									
3. Spaces between numbers appropriately									
4. Prints numbers within ¼" of printed guidelines									
5. Spaces between numbers and street name appropriately									
6. Prints letters in street name and abbreviation in correct order									
7. Prints letters in street name and abbreviation recognizably									
8. Spaces between letters in street name and abbreviation appropriately									
9. Prints letters in street name and abbreviation within ¼" of printed guidelines									
10. Capitalizes correctly									
11. Punctuates correctly									

Ed. Obj: Communication Skills

Inst. Obj: Writing

Given: Materials and a request

The student will: Print his phone number

Criteria: So that 3 out of 3 people can read it

Task Analysis:

1. Print all 7 numbers in correct order.
2. Print dash in proper place.
3. Print numbers recognizably.
4. Space numbers appropriately.
5. Print numbers within ¼" of printed guidelines

1. Print all 7 numbers in correct order.									
2. Print dash in proper place.									
3. Print numbers recognizably.									
4. Space numbers appropriately.									
5. Print numbers within ¼" of printed guidelines.									

Emerson Outreach

Ed. Obj: Communication Skills

Inst. Obj: Writing

Given: Materials and a request to write a specific letter of the alphabet in upper case

The student will: Print it in the upper case

Criteria: For each letter of the alphabet at random so that 3 out of 3 people can read them

Task Analysis: See alphabet writing recording chart

Ed. Obj: Communication Skills

Inst. Obj: Writing

Given: Materials and a request to write a specific letter of the alphabet in lower case

The student will: Print it in the lower case

Criteria: For each letter of the alphabet at random so that 3 out of 3 people can read them

Task Analysis: See alphabet writing recording chart

Ed. Obj: Communication Skills

Inst. Obj: Writing

Given: Materials and a request to write a specific letter of the alphabet in lower case

The student will: Write it cursive in lower case

Criteria: For each letter of the alphabet at random so that 3 out of 3 people can read them

Task Analysis: See alphabet writing recording chart

Ed. Obj: Communication Skills

Inst. Obj: Writing

Given: Materials and a request to write a specific letter of the alphabet in upper case

The student will: Write it cursive in upper case

Criteria: For each letter of the alphabet at random so that 3 out of 3 people can read them

Task Analysis: See alphabet writing recording chart

Emerson Outreach

	PRINTS UPPER CASE	PRINTS LOWER CASE	WRITES CURSIVE UPPER CASE	WRITES CURSIVE LOWER CASE
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
M				
N				
O				
P				
Q				
R				
S				

	PRINTS UPPER CASE	PRINTS LOWER CASE	WRITES CURSIVE UPPER CASE	WRITES CURSIVE LOWER CASE
T				
U				
V				
W				
X				
Y				
Z				

Emerson Outreach

Ed. Obj: Communication Skills

Inst. Obj: Writing

Given: Materials and a request

The student will: Write in cursive his/her first and last names

Criteria: so that 3 out of 3 people can read it

Task Analysis:

1. Writes letters in first name in correct order.
2. Writes letters in first name recognizably.
3. Spaces letters in first name appropriately.
4. Writes letters in first name within 1/4" of printed guidelines.
5. Writes letters in last name in correct order.
6. Writes letters in last name recognizably.
7. Spaces letters in last name appropriately.
8. Writes letters in last name 1/4" of printed guidelines.
9. Spaces between first and last name appropriately.

1. Prints letters in first name in correct order.									
2. Prints letters in first name recognizably.									
3. Spaces letters in first name appropriately.									
4. Prints letters in first name within 1/4" of printed guidelines.									
5. Prints letters in last name in correct order.									
6. Prints letters in last name recognizably.									
7. Spaces letters in last name appropriately.									
8. Prints letters in last name within 1/4" of printed guidlines.									
9. Spaces between first and last name appropriately.									

TASK ANALYSES and OJBECTIVES

for

TRAINABLE MENTALLY RETARDED

~ daily living skills ~

OUTREACH

MINNEAPOLIS PUBLIC SCHOOLS
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These objectives and task analysis were written and compiled by the Emerson Outreach staff for use with the trainable mentally retarded students at Emerson School in Minneapolis, Minnesota. They can be used by special educators to write individual educational plans and to teach students the prescribed objectives. Parents can also use the notebook to learn the step-by-step procedure for teaching their child a skill.

Each objective has a chart to accompany it. Most charts are on the same page, on the back of the objective or on the page or pages following the objective. Some general charts have been developed to be used with more than one objective; numbers, reading, money, etc. These charts are found at the end of the section of objectives requiring the chart. If there is no chart given or referred to, a blank chart is to be used and will be at the end of the booklet.

The majority of the charts have the steps of the task analysis or a sequence on the left side of the chart. Going across the page are nine blank boxes for each step. This type of chart can be used in two ways.

1. Use the chart for more than one student and fill in their names across the top. Write in the date achieved for each step as they achieve it.

Turns on cold water									
Turns on hot water									
Places hands in water									

2. Use the chart for only one student and fill in the months, weeks or days across the top as appropriate. Written comments, dates, etc. can be filled in each box.

Turns on cold water									
Turns on hot water									
Places hands in water									

Some of the objects have no task analysis so the charts are blank. They can be used in any manner you wish to use them.

Another type of chart used for some of the Quantitative and Communication areas is different. It has numbers, letters, sounds, etc., listed down the left side and several skills across the top. This type of chart can be used for only one student and the date achieved can be filled in each box.

Ed. Obj: Eating Skills

Inst Obj: Self-feeding -- holding a spoon

Given: A spoon (hook handle, rubber handle or standard)

The student will: Palmer grasp the handle and hold the spoon

Criteria: Without dropping it

Task Analysis:

1. Differentiate between handle and bowl of spoon.
2. Open dominant hand with palm down.
3. Reach for spoon with dominant hand.
4. Rest finger and thumb tips on table on either side of spoon handle.
5. Grasp spoon handle using palmer grasp.
6. Lift spoon off the table.
7. Pivot wrist so tip of (spoon) bowl is aimed at the food.

1. Differentiate between handle and bowl of spoon.									
2. Open dominant hand with palm down.									
3. Reach for spoon with dominant hand.									
4. Rest finger and thumb tips on table on either side of spoon handle.									
5. Grasp spoon handle using palmer grasp.									
6. Lift spoon off the table.									
7. Pivot wrist so tip of (spoon) bowl is aimed at the food.									

Emerson Outreach

Ed. Obj: Eating Skills

Inst. Obj: Feeds Self

Given: A hook handle rubber handle or standard spoon and a bowl of chopped food.

The student will: Palmer grasp the handle, scoop the food into the spoon bowl, and feed self

Criteria: Without playing with spoon and spilling

Task Analysis:

1. Grasps spoon.
2. Separates and picks up food.
3. Brings food to mouth with spoon.
4. Puts food in mouth.
5. Does not spill or drop food.

1. Grasps spoon.									
2. Separates and picks up food.									
3. Brings food to mouth with spoon.									
4. Puts food in mouth.									
5. Does not spill or drop food.									

Emerson Outreach

Ed. Obj: Eating Skills

Inst. Obj: Self Feeding

Given: A cup or glass 1/4 filled with water, juice or milk

The student will: Grasp the cup or glass, raise it to his or her lips and drink

Criteria: Without spilling or dribbling

Task Analysis:

CUP

1. Grasp cup by handle with dominant hand
2. Pick up cup
3. Bring cup to mouth
4. Tips cup
5. Drinks liquid
6. Swallows liquid
7. Replaces cup on surface

GLASS

1. Grasp glass with dominant hand
2. Picks up glass
3. Brings glass to mouth
4. Tips glass
5. Drinks liquid
6. Swallows liquid
7. Replaces glass on surface

Emerson Outreach

CUP 1. Grasp cup by handle with dominant hand.						
2. Pick up cup.						
3. Bring cup to mouth.						
4. Tips cup.						
5. Drinks liquid.						
6. Swallows liquid.						
7. Replaces cup on surface.						
GLASS 1. Grasps glass with dominant hand.						
2. Picks up glass.						
3. Brings glass to mouth.						
4. Tips glass.						
5. Drinks liquid.						
6. Swallows liquid.						
7. Replaces glass on surface.						

Ed. Obj: Eating Skills

Inst. Obj: Self Feeding

Given: Bite size pieces of finger foods

The student will: Pick up one piece at a time, place it in his mouth and eat

Criteria: At least 3 pieces without mutilating and/or throwing the food

Task Analysis:
1. Picks up solid food with fingers.
2. Places bite of food in mouth.
3. Chews bite of food.
4. Swallows bite of food.
5. Repeats numbers 1-4 for each bite of solid food.

1. Picks up solid food with fingers.									
2. Places bite of food in mouth.									
3. Chews bite of food.									
4. Swallows bite of food.									
5. Repeat numbers 1-4 for each bite of solid food.									

Emerson Outreach

Ed. Obj: Eating Skills
Inst Obj: Self Feeding
Given: One tablespoon water, milk or juice placed in pupil's mouth
The student will: Close mouth and swallow liquid.
Criteria: Without drooling or dribbling
Task Analysis: None

Ed. Obj: Eating Skills
Inst. Obj: Self Feeding
Given: Bite size pieces of solid finger foods placed in his/her mouth
The student will: Move the jaws up and down and chew food
Criteria: At least 3 times before swallowing
Task Analysis: None

Ed. Obj: Eating Skills

Inst. Obj: Feeds Self

Given: 5 pieces of hot dog and banana

The student will: independently pierce them with a fork using the palmar grasp and eat them

Criteria: without dropping off the fork

Task Analysis:

1. Identify the fork, food and plate.
2. Differentiate between handle and tines of fork.
3. With dominant hand in a cupped position facing away from the body, place thumb and forefinger against table and on opposite sides of fork neck.
4. Tighten grasp on fork neck.
5. Lift fork from table simultaneuosly rotating wrist until fork tines are parallel with table and elbow is close to body.
6. Fork handle should be supported by second finger held securely between thumb and index finger and resting on thumb side of index finger.
7. Lower fork so that tines will pierce the food piece from the top.
8. Push tines into cube until fork tips are touching plate.
9. Lift fork with food securely held by tines.

1. Identify the fork, food and plate.											
2. Differentiate between handle and tines of fork.											
3. With dominant hand in a cupped position facing away from the body, place thumb and forefinger against table and on opposite sides of fork neck.											
4. Tighten grasp on fork neck.											
5. Lift fork from table simultaneously rotating wrist until fork tines are parallel with table and elbow is close to body.											
6. Fork handle should be supported by second finger held securely between thumb and index finger and resting on thumb side of index finger.											
7. Lower fork so that tines will pierce the food piece from the top.											
8. Push tines into cube until fork tips are touching plate.											
9. Lift fork with food securely held by tines.											

Emerson Outreach

Ed. Objective: Dressing Skills

Inst. Objective: Putting on

Given: A coat/jacket

The student will: Put it on

Criteria: According to the task analysis

Task Analysis: Method A.

1. Hold coat by inside of collar with least preferred hand. (Inside of coat toward student.)
2. Push free arm into opposite arm hole crossing midline.
3. Pull coat up over shoulder and to neck until hand emerges from sleeve.
4. Let go of collar and reach behind for other arm hole.
5. Push arm through hole until hand emerges from sleeve.
6. Grasp coat opening with both hands at neck to adjust coat.

Method B.

1. Hold coat at the inside of neck or collar. (Inside of coat toward student.)
2. Lay coat on flat surface in front of him.
3. Turn coat so neck or hood is toward him.
4. Open front lapels of coat to expose arm-holes.
5. Place hands in arm holes.
6. Lift arms and coat over head.
7. Lower arms to sides while pushing hands through the ends of the sleeves.
8. Grasp lapels of coat and adjust coat on shoulders, if necessary.

Method A 1. Hold coat by inside of collar with least preferred hand (Inside of coat toward student)									
2. Push free arm into opposite arm hole crossing midline									
3. Pull coat up over shoulder and to neck until hand emerges from sleeve									
4. Let go of collar and reach behind for other arm hole									
5. Push arm through hole until hand emerges from sleeve									
6. Grasp coat opening with both hands at neck to adjust coat									
Method B 1. Hold coat at the inside of neck or collar (Inside of coat toward student)									
2. Lay coat on flat surface in front of him									
3. Turn coat so neck or hood is toward him									
4. Open front lapels of coat to expose armholes									
5. Place hands in arm holes									
6. Lift arms and coat over head									
7. Lower arms to sides while pushing hands through the ends of the sleeves									
8. Grasp lapels of coat and adjust coat on shoulders, if necessary									

Ed. Objective:	Dressing Skills
Inst. Objective:	Taking Off
Given:	The direction to take an unfastened coat/jacket off
The student will:	Take it off
Criteria:	According to the task analysis
Task Analysis:	1. Place least preferred hand on bottom of opposite sleeve of coat 2. Pull free arm from sleeve 3. Place preferred hand on bottom of other sleeve 4. Pull free arm from sleeve

1. Place least preferred hand on bottom of opposite sleeve of coat									
2. Pull free arm from sleeve									
3. Place preferred hand on bottom of other sleeve									
4. Pull free arm from sleeve									

Emerson Outreach

Ed. Objective: Dressing Skills

Inst. Objective: Fastening

Given: An unzipped coat already on the student

The student will: Zip it

Criteria: According to the steps of the task analysis

Task Analysis:

1. Grasp zipper end and fastener
2. Place zipper end in fastener
3. Grasp bottom of zipper in one hand
4. Grasp zipper tab in other hand
5. Pull tab to top of zipper

1. Grasp zipper end and fastener									
2. Place zipper end in fastener									
3. Grasp bottom of zipper in one hand									
4. Grasp zipper tab in other hand									
5. Pull tab to top of zipper									

Emerson Outreach

Ed. Objective: Dressing Skills

Inst. Objective: Putting on

Given: A shirt with buttons

The student will: Put it on

Criteria: According to the task analysis

Task Analysis:

1. Hold shirt by inside of collar with least preferred hand, (inside of shirt toward student.)
2. Push free arm into opposite arm hole crossing midline.
3. Pull shirt up over shoulder and to neck until hand emerges from sleeve.
4. Let go of collar and reach behind for other arm hole.
5. Push arm through hole until hand emerges from sleeve.
6. Grasp shirt opening with both hands at neck to adjust shirt.

1. Hold shirt by inside of collar with least preferred hand (inside of shirt toward student.)									
2. Push free arm into opposite arm hole crossing midline.									
3. Pull shirt up over shoulder and to neck until hand emerges from sleeve.									
4. Let go of collar and reach behind for other arm hole.									
5. Push arm through hole until hand emerges from sleeve.									
6. Grasp shirt opening with both hands at neck to adjust shirt.									

Emerson Outreach

Ed. Objective: Dressing Skills

Inst. Objective: Taking off

Given: The direction to take off an unbottoned button shirt

The student will: Take it off

Criteria: According to the task analysis

Task Analysis:

1. Place least preferred hand on opposite sleeve of shirt.
2. Pull free arm from sleeve.
3. Place preferred hand on other sleeve of shirt.
4. Pull free arm from sleeve.

1. Place least preferred hand on opposite sleeve of shirt.									
2. Pull free arm from sleeve.									
3. Place preferred hand on other sleeve of shirt.									
4. Pull free arm from sleeve.									

Emerson Outreach

Ed. Obj: Dressing Skills

Inst. Obj: Putting on

Given: A pair of pants

The student will: Put them on

Criteria: In the standard manner____________
According to the task analysis_______ ___

Task Analysis:

1. With both hands grasping the waist band at the side seams, pick up the pants
2. Bend at the waist extending arms downward until hands are at foot level
3. Flex one leg at knee and hip and bring up toward chest
4. Insert that leg in corresponding pants leg
5. Push that leg down while pulling the pants up until foot extends out bottom of pants leg
6. Flex other leg at knee and hip and bring up toward chest
7. Insert that leg in corresponding pants leg
8. Push second leg down while pulling the pants up until foot extends out bottom of pants leg
9. Pull pants up to waist
10. Grasp front of pants on both sides of zipper panel at top
11. Snap or button pants
12. Grasp zipper tab with preferred hand
13. Pull up zipper

Emerson Outreach

1. With both hands grasping the waist band at the side seams, pick up the pants.									
2. Bend at the waist, extending arms downward until hands are at foot level.									
3. Flex one leg at knee and hip and bring up toward chest.									
4. Insert that leg in corresponding pants leg.									
5. Push that leg down, pulling pants up so foot extends out bottom.									
6. Flex other leg at knee and hip and bring up toward chest.									
7. Insert that leg in pants leg.									
8. Push second leg down, pulling pants so foot extends out bottom.									
9. Pull pants up to waist.									
10. Grasp front of pants on both sides of zipper at top.									
11. Snap or button pants.									
12. Grasp zipper tab with hand.									
13. Pull up zipper.									

Ed. Objective: Dressing Skills

Inst. Objective: Taking off

Given: The direction to take off pants

The student will: Take them off

Criteria: According to the task analysis

Task Analysis:
1. Stand up (assume pants are unfastened)
2. With both hands grasp waistband at the side seam
3. Pull pants down to knees
4. Sit down
5. Grasp bottom of 1 leg with both hands
6. Pull pant off
7. Grasp bottom of other leg
8. Pull off pant

1. Stand up (assume pants are unfastened)									
2. With both hands grasp waistband at the side seam									
3. Pull pants down to knees									
4. Sit down									
5. Grasp bottom of 1 leg with both hands									
6. Pull pant off									
7. Grasp bottom of other leg with both hands									
8. Pull pants off									

Emerson Outreach

Ed. Objective: Dressing Skills

Inst. Objective: Putting on

Given: A pair of shoes tie___slip on___correct feet_____

The student will: Put them on

Criteria: So they stay on when they walk 10 steps (tie or slip on)
5 out of 5 times (correct feet)

1. Sit on the floor or chair.
2. Pick up shoe at tongue area (right shoe with right hand, left shoe with left hand.)
3. Hold bottom of shoe at heel with other hand.
4. Put outside of ankle on top of thigh of other leg.
5. Push arms out so that shoe opening is over toes.
6. Pull shoe back while pushing toes into toe of shoe.
7. Pull back of shoe over heel.

1. Sit on the floor or chair.									
2. Pick up shoe at tongue area, (right shoe with right hand left shoe with left hand.)									
3. Hold bottom of shoe at heel with other hand.									
4. Put outside of ankle on top of thigh of other leg.									
5. Push arms out so that shoe opening is over toes.									
6. Pull shoe back while pushing toes into toe of shoe.									
7. Pull back of shoe over heel.									

Emerson Outreach

Ed. Objective: Dressing Skills

Inst. Objective: Taking off

Given: The direction to take shoes off

The student will: Take them off

Criteria: According to the task analysis

Task Analysis:
1. Grasp one shoe with hand(s).
2. Pull shoe.
3. Remove shoe.
4. Grasp other shoe with hand(s).
5. Pull shoe.
6. Remove shoe.

1. Grasp one shoe with hand(s).									
2. Pull shoe.									
3. Remove shoe.									
4. Grasp other shoe with hand(s).									
5. Pull shoe.									
6. Remove shoe.									

Emerson Outreach

Ed. Obj: Dressing Skills

Inst. Obj: Fastening

Given: A pair of tie shoes already on the student's feet

The student will: Tie them

Criteria: According to the task analysis

Task Analysis: Method A

1. Grasps one end of shoelace in each hand
2. Tucks one end under other
3. Pulls until tight
4. Makes two loops
5. Holds one loop in each hand
6. Tucks one loop under other
7. Pulls one loop through gap
8. Pulls loops until knot is tight

Method B

1. Grasps one end of shoelace in each hand
2. Tucks one end under other
3. Pulls until tight
4. Makes one loop
5. Holds loop in one hand
6. Wraps free shoelace around loop with other hand
7. Wraps around one time
8. Tucks free shoelace under and through to make second loop
9. Pulls loops until knot is tight

Method A.									
1. Grasps one end of shoelace in each hand.									
2. Tucks one end under other.									
3. Pulls until tight.									
4. Makes two loops.									
5. Holds one loop in each hand.									
6. Tucks one loop under other.									
7. Pulls one loop through gap.									
8. Pulls loops until knot is tight.									
Method B.									
1. Grasps one end of shoelace in each hand.									
2. Tucks one end under other.									
3. Pulls until tight.									
4. Makes one loop.									
5. Holds loop in one hand.									
6. Wraps free shoelace around loop with other hand.									
7. Wraps around one time.									
8. Tucks free shoelace under and through to make second loop.									
9. Pulls loops until knot is tight.									

Emerson Outreach

Ed. Objective: Dressing Skills

Inst. Objective: Taking off

Given: The direction to take socks off

The student will: Take them off

Criteria: According to the task analysis

Task Analysis:

1. Sit down.
2. Place both thumbs in cuff of socks, one on each side. Put fingers on outside pinching fingers together.
3. Pull sock down over heel.
4. Grasp toe of sock with dominant hand and pull rest of sock off.

1. Sit down.									
2. Place both thumbs in cuff of socks, one on each side.									
3. Pull sock down over heel.									
4. Grasp toe of sock with dominant hand and pull rest of sock off.									

Ed. Objective: Dressing Skills

Inst.Objective: Putting on

Given: A pair of socks with heels

The student will: Put them on

Criteria: According to the task analysis

Task Analysis:

1. Sit down.
2. Insert one thumb into side top of sock, pinching outer side of sock with fingers, (heel of sock should be toward body.)
3. Insert other thumb into top of sock as in step 2, placing it opposite first thumb.
4. Extend arms.
5. Bring foot back toward body with knee between arms.
6. Pull top of sock onto toes to heel.
7. Let go of sock.
8. Grasp sock with both hands at sides of toes.
9. Pull sock back toward heel.
10. Repeat steps 9 and 10 until end of sock is over toes and top of sock is gathered at the heel.
11. Grasp top of sock at sides with thumbs on the inside.
12. Pull sock back and up over heel until top of sock is smooth against leg.

Emerson Outreach

1. Sit down.									
2. Insert one thumb into side top of sock with fingers (heel of sock should be toward body.)									
3. Insert other thumb into top of sock as in step 2, placing it opposite first thumb.									
4. Extend arms.									
5. Bring foot back toward body with knee between arms.									
6. Pull top of sock onto toes to heel.									
7. Let go of sock.									
8. Grasp sock with both hands at sides of toes.									
9. Pull sock back toward heel.									
10. Grasp sock again until end of sock is over toes and top of sock is gathered at heel.									
11. Grasp top of sock at sides with thumbs on the inside.									
12. Pull sock back and up over heel until top of sock is smooth against leg.									

Emerson Outreach

Ed. Objective: Dressing Skills

Inst. Objective: Taking off

Given: The direction to take off a shirt - long sleeve__________
short sleeve__________

The student will: Take it off

Criteria: According to the task analysis

Task Analysis: Method A.

1. Crosses arms and takes hold of shirt at bottom front.
2. Pulls shirt up and over shoulders.
3. Pulls shirt off of arms.
4. Pulls shirt over head.

Method B.

1. Pulls one arm out of sleeve.
2. Pulls second arm out of sleeve.
3. Pulls shirt up over shoulders.
4. Pulls shirt over head.

Method C.

1. Reaches for shirt at back of neck.
2. Pulls shirt up and forward over head.
3. Pulls shirt off of arms.

Method A. 1. Crosses arms and takes hold of shirt at bottom front.									
2. Pulls shirt up and over shoulders.									
3. Pulls shirt off of arms.									
4. Pulls shirt over head.									
Method B. 1. Pulls one arm out of sleeve.									
2. Pulls second arm out of sleeve.									
3. Pulls shirt up over shoulders.									
4. Pulls shirt over head.									
Method C. 1. Reaches for shirt at back of neck.									
2. Pulls shirt up and forward over head.									
3. Pulls shirt off of arms.									

Ed. Obj: Dressing Skills

Inst. Obj: Taking Off

Given: The direction to take off a shirt - long sleeve__________
short sleeve__________

The student will: Take it off

Criteria: According to the task analysis

Task Analysis:

1. Grasps sleeve at bottom of sleeves
a. (short sleeve shirt) with opposite hand.
Grasp sleeve at elbow
b. (long sleeve shirt) with opposite hand.
2. Simultaneously pulls sleeve away from body and bends elbow toward body through armhole
3. Pulls arm completely out of sleeve.
4. Lifts body of shirt up from bottom and over the head.
5. Pulls shirt off of head.
6. Pulls shirt off of other arm.
Note: #6 could follow #3.

1. Grasps sleeve at bottom of sleeves (a) short sleeve shirt) with opposite hand. Grasp sleeve at elbow. (b) (long sleeve shirt) with opposite hand.									
2. Simultaneously pulls sleeve away from body and bends elbow toward body through armhole.									
3. Pulls arm completely out of sleeve. 4. Lifts body of shirt up from bottom and over the head.									
5. Pulls shirt off of head.									
6. Pulls shirt off of other arm. Note: #6 could follow #3.)									

Emerson Outreach

Ed. Objective: Dressing Skills

Inst. Objective: Putting on

Given: A shirt-long sleeve __________________ short sleeve __________________

The student will: Put it on in the standard manner

Criteria: According to the task analysis (long and short sleeve) So the tag is in the back (standard manner)

Task Analysis:

1. Lays shirt out on his own, knows front and back, right and wrong side
2. Puts shirt over head
3. Pulls shirt down over his head
4. Puts in first arm, pushes it all the way through
5. Puts in last arm, pushes it all the way through
6. Pulls shirt down around tummy (front and back)

1. Lays shirt out on his own, knows front and back, right and wrong side									
2. Puts shirt over head									
3. Pulls shirt down over head									
4. Puts in first arm, pushes it all the way through									
5. Puts in last arm, pushes it all the way through									
6. Pulls shirt down around tummy (front and back									

Emerson Outreach

Ed. Objective: Dressing Skills

Inst. Objective: Putting On

Given: A shirt-long sleeve________short sleeve____________

The student will: Put it on in the standard manner.

Criteria: According to the task analysis (long and short sleeve). So the tag is in the back. (standard manner)

Task Analysis:

1. Turns body of shirt and/or sleeves right side out if necessary.
2. Lays shirt out in front of self with
   a. front of shirt facing down and
   b. bottom of shirt toward self.
3. Picks up the back edge of the bottom of the shirt with both hands.
4. Lift shirt up and over head.
5. Pull shirt down over head to neck.
6. Puts one arm in appropriate arm hole and pushes it all the way through the sleeve.
7. Puts second arm in appropriate arm hole and pushes it all the way through the sleeve.
8. Pulls shirt down around stomach in front and in back.
9. Tucks shirt in pants.

1. Turns body of shirt and/or sleeves right side out if necessary.									
2. Lays shirt out in front of self with (a) front of shirt facing down and (b) bottom of shirt toward self									
3. Picks up the back edge of the bottom of the shirt with both hands.									
4. Lifts shirt up and over head									
5. Pull shirt down over head to neck.									
6. Puts one arm in appropriate arm hole and pushes it all the way through the sleeve.									
7. Puts second arm in appropriate armhole and pushes it all the way through the sleeve.									
8. Pulls shirt down around stomach in front and in back.									
9. Tucks shirt in pants.									

Ed. Objective: Dressing

Inst. Objective: Putting on

Given: a vest with two one inch diameter buttons

The student will: button it independently

Criteria: 5 out of 5 times

Task Analysis:

1. Grasp button between thumb and forefinger in one hand.
2. Grasp clothing near button hole with other hand, thumb on outside of shirt and forefinger on inside.
3. Put button into hole with first hand.
4. Move forefinger of second hand to outside of shirt.
5. Grasp button as it comes through the hole with thumb and forefinger of second hand.
6. Pull button through hole.

1. Grasp button between thumb and forefinger in one hand.									
2. Grasp clothing near button hole with other hand, thumb on outside of shirt and forefinger on inside.									
3. Put button into hole with first hand.									
4. Move forefinger of second hand to outside of shirt.									
5. Grasp button as it comes through the hole with thumb and forefinger of second hand.									
6. Pull button through hole.									

Emerson Outreach

Ed. Obj: Personal Hygiene Skills

Inst. Obj: Washing Hands

Given: Soap and Water

The student will: Wet his/her hands and rub them thoroughly with soap, washing them

Criteria: 3 out of 3 times according to the steps of the task analysis

Task Analysis:

1. Push long sleeves up to elbows.
2. Reaches for water faucet.
3. Adjusts faucets for warm water.
4. Wets hands under running water.
5. Picks up soap.
6. Rubs soap well between hands.
7. Replaces soap.
8. Rubs lather well between palms of hands.
9. Rubs lather well on back of hands.
10. Rubs lather between fingers.
11. Rubs nails into palms of hands.
12. Rinses hands well under running water.
13. Turns water off.
14. Reaches for towel.
15. Rubs towel between palms of hands.
16. Holds towel in one hand and rubs it over the back of opposite hand.
17. Rubs towel back and forth over lower arms until they are dry.
18. Puts towel away/hangs up.
19. Straightens towel.

Emerson Outreach

Emerson Outreach

1. Push long sleeves up to elbows.						
2. Reaches for water faucet.						
3. Adjusts faucets for warm water.						
4. Wets hands under running water.						
5. Picks up soap.						
6. Rubs soap well between hands.						
7. Replaces soap.						
8. Rubs lather well between palms of hands.						
9. Rubs lather well on back of hands.						
10. Rubs lather between fingers.						
11. Rubs nails into palms of hands.						
12. Rinses hands well under running water.						
13. Turns water off.						
14. Reaches for towel.						
15. Rubs towel between palms of hands.						
16. Holds towel in one hand and rubs it over the back of opposite hand.						
17. Rubs towel back and forth over lower arms until they are dry.						
18. Puts towel away /hangs up.						
19. Straightens towel.						

Ed. Obj: Personal Hygiene Skills

Inst. Obj: Washing face

Given: A face cloth, soap and water

The student will: Lather the cloth and wash his/her face

Criteria: 3 out of 3 times, following the steps in the task analysis

Task Analysis:

1. Turn on cold water and add hot until water is warm.
2. Wet a washcloth throughly under water.
3. Rub soap on washcloth.
4. Wring washcloth so its not dripping wet.
5. Rub cloth over cheeks.
6. Rub cloth over forehead.
7. Rub cloth over and around mouth.
8. Rub cloth around and over nose.
9. Rub cloth around eyes.
10. Rub cloth around and in ears.
11. Rinse soap out of washcloth.
12. Wipe washcloth over all areas until all soap is removed.
13. Rinse out washcloth.
14. Dry face with own towel.

1. Turn on cold water and add hot until water is warm.							
2. Wet a washcloth throughly under water.							
3. Rub soap on washcloth.							
4. Wring washcloth so its not dripping wet.							
5. Rub cloth over cheeks.							
6. Rub cloth over forehead.							
7. Rub cloth over and around mouth.							
8. Rub cloth around and over nose.							
9. Rub cloth around eyes.							
10. Rub cloth around and in ears.							
11. Rinse soap out of washcloth.							
12. Wipe washcloth over all areas until all soap is removed.							
13. Rinse out washcloth.							
14. Dry face with own towel.							

Ed. Obj: Personal Hygiene

Inst. Obj: Toileting

Given: The physical stimulus to urinate and deficate

The student will: Go to the toilet independently

Criteria: Everytime

Task Analysis: None

Ed. Obj: Personal Hygiene

Inst. Obj: Toileting

Given: an adult taking the child to the bathroom at intervals

The student will: be dry

Criteria: 80% of the time for five consecutive days

Task Analysis: None

Ed. Obj: Personal Hygiene

Inst. Obj: Toileting - Male/Female

Given: A toilet paper dispenser

The student will: Remove tissue

Criteria: Taking no less than two and no more than four sheets of paper

Task Analysis:

1. Reach to the bottom of the toilet paper dispenser with palm area of hand up.
2. Grasp the paper hanging from the bottom of the dispenser.
3. Pull down holding on to the paper.
4. Use other hand to grasp the opposite end of the paper.
5. Pull the paper to open flat.
6. Release hold of paper by non-dominant hand.
7. Place hand (holding paper) around back near the buttocks--retaining the horizontal hand position.
8. Lean forward, hand under body, and wipe perineal area from the front to the back.
9. Release the tissue into the toilet.

1. Reach to the bottom of the toilet paper dispenser with palm area of hand up.									
2. Grasp the paper hanging from the bottom of the dispenser.									
3. Pull down holding on to the paper.									
4. Use other hand to grasp the opposite end of the paper.									
5. Pull the paper to open flat.									
6. Release hold of paper by non-dominant hand.									
7. Place hand (holding paper) around back near the buttocks--retaining the horizontal hand position.									
8. Lean forward, hand under body, and wipe perineal area from the front to back.									
9. Release the tissue into the toilet.									

Ed. Obj: Personal Hygiene Skills

Inst. Obj: Grooming

Given: The physical necessity and sanitary napkins

The student will: Change the soiled napkin

Criteria: Completing each step in task analysis.

Task Analysis:

1. Removes soiled napkin from holder.
2. Wraps soiled napkin carefully in paper towel or toilet tissue.
3. Deposits soiled napkin into receptacle.
4. Removes fresh sanitary napkin from container.
5. Fastens ends of sanitary napkin to holder, (e.g., panties, sanitary belt.)
6. Adjusts napkin to comfortable position.

1.	Removes soiled napkin from holder.									
2.	Wraps soiled napkin carefully in paper towel or toilet tissue.									
3.	Deposits soiled napkin into receptacle.									
4.	Removes fresh sanitary napkin from container.									
5.	Fastens ends of sanitary napkin to holder (e.g., panties, sanitary belt.)									
6.	Adjusts napkin to comfortable position.									

Emerson Outreach

Ed. Obj: Personal Hygiene Skills

Inst. Obj: Bathing

Given: A bathtub, 1/4 filled with water and a washcloth and soap

The student will: Bath himself

Criteria: According to the steps of the task analysis, 3 out of 3 times

Task Analysis:

1. Turns on water to tolerable temperature
2. Wets body.
3. Wets entire body.
4. Applies soap to entire body.
5. Works soap over all areas of body.
6. Rinses soap from body.
7. Rinses all soap from body.
8. Turns off water.
9. Picks up towel.
10. Dries body with towel.
11. Entire body dry.

1. Turns on water to tolerable temperature.									
2. Wets body.									
3. Wets entire body.									
4. Applies soap to entire body.									
5. Works soap over all areas of body.									
6. Rinses soap from body.									
7. Rinses all soap from body.									
8. Turns off water.									
9. Picks up towel.									
10. Dries body with towel.									
11. Entire body dry.									

Emerson Outreach

Ed. Obj:	Personal Hygiene
Inst. Obj:	Grooming
Given:	An electric razor with a cord and a mirror
The student will:	Shave himself until the bearded area is smooth
Criteria:	An observer must say he's clean shaven

Task Analysis:

1. Takes razor from case.
2. Attaches cord to razor.
3. Plugs cord into wall outlet.
4. Turns on razor.
5. Applies razor to facial area.
6. Moves razor in short up and down strokes to remove hair.
7. Skin is smooth to touch.
8. Turns off razor.
9. Unplugs razor.
10. Cleans razor.
11. Returns razor to case.

1. Takes razor from case.									
2. Attaches cord to razor.									
3. Plugs cord into wall outlet.									
4. Turns on razor.									
5. Applies razor to facial area.									
6. Moves razor in short up and down strokes to remove hair.									
7. Skin is smooth to touch.									
8. Turns off razor.									
9. Unplugs razor.									
10. Cleans razor.									
11. Returns razor to case.									

Ed. Obj:	Personal Hygiene Skills
Inst. Obj:	Grooming
Given:	A personalized grooming routine which may include any or all of the following, performed according to task analysis: bath wash face and hands wash hair comb hair clean nails clean clothes brush teeth
The student will:	Perform the task assigned according to a specified schedule. (i.e., student will wash face and hands, comb hair, brush teeth twice a day and wash hair and take a bath once a week
Criteria:	for two weeks
Task Analysis:	Teacher should complete with appropriate grooming activities.

Ed. Obj: Independent Living Skills

Inst. Obj: Cleaning

Given: Dust cloth and table top dusted with chalk dust

The student will: Wipe the table top

Criteria: Clean of all chalk dust 3 out of 3 times

Task Analysis:

1. Identify, verbally or by pointing, table, dustcloth, dust and wastebasket.
2. Differentiate between table top and edge
3. Grasp dustcloth in dominant hand so that the rag is crumpled
4. Place rag in one corner of table with hand (palm side down) resting on rag. (Rag should be crumpled.)
5. Push rag across table to other end and back again.
6. Push or pull rag far enough along table edge so that the next movement across table will overlap dusted area, as well as an area needing dusting
7. Repeat 5 and 6 until top of the table is free of dust.
8. Hold cloth against edge of table and push around the table, thus removing any dust clinging there. (Student may have to walk around part of table to do this.)
9. Lift cloth.
10. Dust all other table surfaces in the room in the same manner.
11. Carry dustcloth to the wastbasket.
12. Gently shake dust from cloth into wastebasket so that the dust does not land on floor or scatter in air.

Emerson Outreach

1. Identify, verbally or by pointing, table, dustcloth, dust and wastebasket								
2. Differentiate between table top and edge								
3. Grasp dustcloth in dominant hand so that the rag is crumpled								
4. Place rag in one corner of table with hand (palm side down) resting on rag (rag should be crumpled)								
5. Push rag across table to other end and back again								
6. Push or pull rag far enough along table edge so that the next movement across table will overlap dusted area, as well as an area needing dusting.								
7. Child realizes need to continue the above 2 steps until entire table is dust free								
8. Hold cloth against edge of table and push around table, thus removing any dust clinging there								
9. Lift cloth								
10. Carry dustcloth to wastebasket								
11. Gently shake dust from cloth into wastebasket so that the dust does not land on the floow or scatter in the air								

Emerson Outreach

Ed. Obj: Independent Living Skills

Inst. Obj: Cleaning

Given: A corn broom and an 8'x10' area of floor scattered with confetti

The student will: Sweep the area

Criteria: Clean of confetti 3 out of 3 times

Task Analysis:

1. Identify verbally or by pointing the broom, debris, floor
2. Identify broom handle, bristles
3. Using preferred hand, grasp the broom handle near upper end (with fingers wrapped around handle toward self and thumb around handle in opposite direction)
4. Lift broom and place directly in front of self
5. Rotate handle until flat side of bristle head faces his/her right and left
6. Standing straight, grasp handle with alternate hand at about hip level. (Use same grasp as #3)
7. Lift broom
8. Extend arm of lower hand so that the bristles are resting on the floor at an angle (to same side as that arm).
9. Pull broom in a straight line, parallel to and in front of body (using lower hand as force and upper arm as stabilizer).

10. Lift broom,extend arm and take a step so that next area to be swept partially overlaps previously swept area.

11. Sweep debris to one small area on the floor

Emerson Outreach

1.	Identify verbally or by pointing the broom, debris, floor.				
2.	Identify broom handle, bristles.				
3.	Using preferred hand, grasp the broom handle near upper end (with fingers wrapped around handle toward self and thumb around handle in opposite direction.)				
4.	Lift broom and place directly in front of self.				
5.	Rotate handle until flat side of bristle head faces his/her right and left.				
6.	Standing straight, grasp handle with alternate hand at about hip level. (Use same grasp as #3.)				
7.	Lift broom.				
8.	Extend arm of lower hand so that the bristles are resting on the floor at an angle (to same side as that arm.)				
9.	Pull broom in a straight line, parallel to and in front of body, (using lower hand as force and upper arm as stabilizer.)				
10.	Lift broom, extend arm and take a step so that next area to be swept partially overlaps previously swept area.				
11.	Sweep debris to one small area on the floor.				

Emerson Outreach

Ed. Obj: Independent Living Skills

Inst. Obj: Cleaning

Given: A corn broom and six stairs scattered with confetti

The student will: Sweep the steps

Criteria: Clean of confetti 3 out of 3 times

Task Analysis:

1. Identify verbally or by pointing the broom, debris, floor.
2. Identify broom handle, bristles.
3. Using preferred hand, grasp the broom handle near upper end, (with fingers wrapped around handle toward self and thumb around handle in opposite direction.)
4. Lift broom and place directly in front of self.
5. Rotate handle until flat side of bristle head faces his/her right and left.
6. Standing straight, grasp handle with alternate hand at about hip level. (Use same grasp as #3.)
7. Lift broom.
8. Extend arm of lower hand so that the bristles are resting on the floor at an angle (to same side as that arm.)
9. Pull broom in a straight line, parallel to and in front of body (using lower hand as force and upper arm as stabilizer.)
10. Lift broom, extend arm and take a step so that next area to be swept partially overlaps previously swept area.
11. Sweep debris to bottom step.

Emerson Outreach

1.	Identify verbally or by pointing the broom, debris, floor.					
2.	Identify broom handle, bristles.					
3.	Using preferred hand, grasp the broom handle near upper end (with fingers wrapped around handle toward self and thumb around handle in opposite direction.					
4.	Lift broom and place directly in front of self.					
5.	Rotate handle until flat side of bristle head faces his/her right and left.					
6.	Standing straight, grasp handle with alternate hand at about hip level. (Use same grasp as #3.)					
7.	Lift broom.					
8.	Extend arm of lower hand so that the bristles are resting on the floor at an angle, (to same side as that arm.)					
9.	Pull broom in a straight line, parallel to and in front of body, (using lower hand as force and upper arm as stabilizer.)					
10.	Lift broom, extend arm and take a step so that next area to be swept partially overlaps previously swept area.					
11.	Sweep debris to bottom step.					

Ed. Obj: Independent Living Skills

Inst. Obj: Cleaning

Given: An upright electric vacuum and an 8' x 10' area of carpeted floor, scattered with confetti

The student will: vacuum the carpet

Criteria: clear of confetti 3 out of 3 times

Task Analysis:

1. Plug in vacuum.
2. Turn on vacuum.
3. Vacuum floor until clean.
4. Turn off vacuum.
5. Un-plug.
6. Put away.

1. Plug in vacuum.									
2. Turn on vacuum.									
3. Vacuum floor until clean.									
4. Turn off vacuum.									
5. Un-plug.									
6. Put away.									

Emerson Outreach

Ed. Objective: Independent Living Skills

Inst. Objective: Cleaning

Given: A bed with sheets and blankets tucked in at bottom, but otherwise completely unmade

The student will: Make the bed

Criteria: Completing each step in the task analysis

1. Identify the bed.
2. Differentiate between top, bottom sheet, pillow, blanket and bedspread.
3. Place pillow on table or chair nearby.
4. Pull top sheet, blanket and bedspread to the foot of bed.
5. Grasp upper edge of top sheet in two hands.
6. Pull sheet to head of bed so there are no wrinkles running the width of the bed.
7. Grasp side seam of top sheet and tug gently to side and down, to remove lengthwise wrinkles.
8. Walk to other side of bed and repeat step 7.
9. Check to see sides of top sheet hang evenly over both sides of mattress.
10. Grasp upper edge of blanket in two hands.
11. Pull blanket to head of bed so there are no wrinkles running the width of the bed.
12. Grasp side seam of blanket and tug gently to side and down to remove lengthwise wrinkles.
13. Walk to other side of bed and repeat step 12.
14. Check to see sides of blanket hang evenly over both sides of mattress.
15. Grasp hem of top sheet in two hands and fold back 3 to 5 inches over the blanket.
16. Grasp upper edge of bedspread in two hands.
17. Pull bedspread to head of bed so there are no wrinkles running to the width of the bed.
18. Grasp side seam of bedspread and tug gently to side and down to remove lengthwise wrinkles.
19. Walk to other side of bed and repeat step 18.
20. Check to see sides of bedspread hang evenly over both sides of mattress.
21. Check to see that the bedspread is close to the floor at foot of bed.
22. Fold upper edge of bedspread back so that the fold is even with fold of top sheet.
23. Place pillow at head of bed and slightly over fold of bedspread.
24. Grasp top hem of bedspread in two hands and lift over the pillow.
25. Tuck excess spread under pillow.

Emerson Outreach

1. Identify the bed						
2. Differentiate between top, bottom sheet pillow, blanket and bedspread						
3. Place pillow on table or chair nearby						
4. Pull top sheet, blanket and bedspread to the foot of bed						
5. Grasp upper edge of top sheet in two hands						
6. Pull sheet to head of bed so there are no wrinkles running the width of the bed						
7. Grasp side seam of top sheet and tug gently to side and down, to remove lengthwise wrinkles						
8. Walk to other side of bed and repeat step 7						
9. Check to see sides of top sheet hand evenly over both sides of mattress						
10. Grasp upper edge of blanket in two hands						
11. Pull blanket to head of bed so there are no wrinkles running the width of the bed.						
12. Grasp side seam of blanket and tug gently to side and down to remove lengthwise wrinkles						
13. Walk to other side of bed and repeat step 12						
14. Check to see sides of blanket hang evenly over both sides of mattress						
15. Grasp hem of top sheet in two hands and fold back 3 to 5						
16. Grasp upper edge of bedspread in two hands						

17. Pull bedspread to head of bed so there are no wrinkles running the width of the bed							
18. Grasp side seam of bedspread and tug gently to side and down to remove lengthwise wrinkles							
19. Walk to other side of bed and repeat step 18							
20. Check to see sides of bedspread hang evenly over both sides of mattress							
21. Check to see that the bedspread is close to the floor at foot of bed							
22. Fold upper edge of bedspread back so that the fold is even with fold of top sheet							
23. Place pillow at head of bed and slightly over fold of bedspread							
24. Grasp top hem of bedspread in two hands and lift over the pillow							
25. Tuck excess spread under pillow							

Ed. Objective: Independent Living Skills

Inst. Objective: Table setting

Given: a placemat, plate, knife, fork and spoon, glass and napkin

The student will: Set the placesetting according to the task analysis

Criteria: 3 out of 3 times

Task Analysis:

1. Identify placemat, plate, knife, fork, spoon, glass and napkin.
2. Place placemat along the edge of the table.
3. Place plate in center of placemat 1/2"-1" from edge of table.
4. Place knife next to plate on right with sharp edge toward plate.
5. Place spoon next to knife on right.
6. Place glass just above tip of the knife.
7. Place fork next to plate on left.
8. Place napkin next to fork on left.

1. Identify placemat, plate, knife fork, spoon, glass and napkin.									
2. Place placemat along the edge of the table.									
3. Place plate in center of placemat 1/2"-1" from edge of table.									
4. Place knife next to plate on right with sharp edge toward plate.									
5. Place spoon next to knife on right.									
6. Place glass just above tip of the knife.									
7. Place fork next to plate on left.									
8. Place napkin next to fork on left.									

Emerson Outreach

TASK ANALYSES and OBJECTIVES

for

TRAINABLE MENTALLY RETARDED

~ motor skills ~

OUTREACH

MINNEAPOLIS PUBLIC SCHOOLS
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MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINNESOTA
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The views expressed in this publication do not necessarily reflect those of the Minneapolis Public Schools or the Office of Education.

These objectives and task analysis were written and compiled by the Emerson Outreach staff for use with the trainable mentally retarded students at Emerson School in Minneapolis, Minnesota. They can be used by special educators to write individual educational plans and to teach students the prescribed objectives. Parents can also use the notebook to learn the step-by-step procedure for teaching their child a skill.

Each objective has a chart to accompany it. Most charts are on the same page, on the back of the objective or on the page or pages following the objective. Some general charts have been developed to be used with more than one objective; numbers, reading, money, etc. These charts are found at the end of the section of objectives requiring the chart. If there is no chart given or referred to, a blank chart is to be used and will be at the end of the booklet.

The majority of the charts have the steps of the task analysis or a sequence on the left side of the chart. Going across the page are nine blank boxes for each step. This type of chart can be used in two ways.

1. Use the chart for more than one student and fill in their names across the top. Write in the date achieved for each step as they achieve it.

Turns on cold water									
Turns on hot water									
Places hands in water									

2. Use the chart for only one student and fill in the months, weeks or days across the top as appropriate. Written comments, dates, etc. can be filled in each box.

Turns on cold water									
Turns on hot water									
Places hands in water									

Some of the objects have no task analysis so the charts are blank. They can be used in any manner you wish to use them.

Another type of chart used for some of the Quantitative and Communication areas is different. It has numbers, letters, sounds, etc., listed down the left side and several skills across the top. This type of chart can be used for only one student and the date achieved can be filled in each box.

Ed. Obj: Motor

Inst. Obj: Fine

Given: a peg, block, nut and bolt, wooden bead and a crayon on flat surface

The student will: pick up all the objects

Criteria: using the pincher grasp

Task Analysis:

1. Use the thumb and pointer finger of the dominant hand to form a pincher by touching them together.
2. Lower the two fingers over object and open them slightly.
3. Place the thumb and pointer finger around object so object is between fingers.
4. Squeeze the object.
5. Lift the object.
6. 1-5 - repeat for other objects.

1. Use the thumb and pointer finger of the dominant hand to form a pincher by touching them together.									
2. Lower the two fingers over object and open them slightly.									
3. Place the thumb and pointer finger around object so object is between fingers.									
4. Squeeze the object.									
5. Lift the object.									
6. 1-5 repeat for other objects.									

Emerson Outreach

Ed. Obj: Motor

Inst. Obj: Fine

Given: an object that has been picked up by student

The student will: release it

Criteria: 5 out of 5 times

Task Analysis: None

Ed. Obj: Motor Skills

Inst. Obj: Fine

Given: A simple picture with a definite boundary and standard school crayons

The student will: Color in the picture

Criteria: Completely, staying within the boundary with no more than 3 deviations of ½" in length outside the boundary

Task Analysis:

1. Picks up crayon with pincer grasp; shows interest in using it.
2. Holds crayon maturely.
3. Scribbles randomly (push-pull, side to side, circular, diagonal).
4. Colors in on or near specific form.
5. Colors with smooth parallel strokes (up and down, side to side.)
6. Colors within (often well within) a design or form.
7. Traces outline before coloring.
8. Colors all (at least 90%) of a design or form with no more than 3 mistakes outside the form.)
9. Uses a variety of crayons (different colors for different parts of pictures.)

Emerson Outreach

Emerson Outreach

1. Picks up crayon with pincer grasp. Shows interest in using it.					
2. Holds crayon maturely.					
3. Scribbles randomly (push pull, side to side, circular, diagonal.)					
4. Colors in on or near specific form.					
5. Colors with smooth parallel strokes (up and down, side to side.)					
6. Colors within (often well within) a design or form.					
7. Traces outline before coloring.					
8. Colors all (at least 90%) of a design or form with no more than 3 mistakes outside the form.					
9. Uses a variety of crayons (different colors for different parts of pictures.)					

Ed. Objective: Motor Skills

Inst. Objective: Fine

Given: A piece of construction paper with a figure drawn on it that is a combination of straight and curved lines

The student will: Cut out the figure continuously turning the paper with the non-dominant hand

Criteria: Staying within a 1/4" of the line

Task Analysis:

1. Picks up scissors and puts it on fingers, (thumb and second finger gives support.)
2. Opens and closes scissors; cuts the air (raises thumb up and down.)
3. Snips into clay.
4. Snips into paper.
5. Cuts across narrow strip of paper (1 inch or less.)
6. Cuts across strip 2-3 inches wide (2 or 3 snips required.)
7. Cuts across large piece of paper, (6 inches at least,) continuous motion required.
8. Cuts across 1 inch strip on the line.
9. Cuts across 3 inch strip on the line.
10. Cuts 6 inch piece of paper on the line.
11. Cuts on a line and stops when the line stops.
12. Cuts a square corner, (makes a turn.)
13. Cuts a curve, (bimanual activity.)
14. Cuts out objects with 90% angles
15. Cuts out shapes with less than 90% angles
16. Cuts out circles and ovals (continously turns paper with non-dominant hand)
17. Cuts out figures that are a combination of straight and curved lines

Emerson Outreach

1. Picks up scissors and puts it on fingers (thumb and second finger give support)									
2. Opens and closes scissors; cuts the air (raises thumb up-and down)									
3. Snips into clay									
4. Snips into paper									
5. Cuts across a narrow strip of paper 1" or less									
6. Cuts across strip 2-3" wide (2-3 snips required)									
7. Cuts across large piece of paper (6" at least continuous motion required)									
8. Cuts across 1" strip on the line									
9. Cuts across 3" strip on the line									
10. Cuts across 6" piece of paper on the line									
11. Cuts on the line and stops when the line stops									
12. Cuts a square corner (makes a turn)									
13. Cuts a curve (bimanual activity)									
14. Cuts out objects with 90° angles									
15. Cuts out shapes with less than 90° angles									
16. Cuts out circles and ovals (continuously turns paper with non-dominant hand									
17. Cuts out figures that are a combination of straight and curved lines									

Emerson Outreach

Ed. Obj: Motor

Inst. Obj: Fine

Given: The Frostig 50 Visual Motor Exercises and a pencil

The student will: complete them

Criteria: with no deviations outside the lines

Task Analysis:

Exercise - 1 - 5
Exercise - 6 - 10
Exercise - 11 - 15
Exercise - 16 - 20
Exercise - 21 - 25
Exercise - 26 - 30
Exercise - 31 - 35
Exercise - 36 - 40
Exercise - 41 - 45
Exercise - 46 - 50

Frostig Visual Motor Exercises	Date Started		Date Finished		Add'l. Info.
Exercise - 1-5					
6-10					
11-15					
16-20					
21-25					
26-30					
31-35					
36-40					
41-45					
46-50					

Emerson Outreach

Ed. Obj: Motor

Inst. Obj: Fine

Given: Playskool stacking disc and a request to stack the discs

The student will: stack them on the pole in the correct ascending order

Criteria: 3 out of 3 times

Task Analysis: None

Emerson Outreach

Ed. Obj: Motor

Inst. Obj: Fine

Given: a peg board, pegs with small holes

The student will: place pegs in peg board, hole to top

Criteria: for 10 pegs

Task Analysis:

1. Pick up peg using thumb and forefinger of dominant hand, with hole to top
2. Place non-dominant hand on pegboard to hold it steady
3. Lift peg and bring peg above pegboard
4. Lower peg over peg hole desired
5. Place peg in peg hole, still using thumb and forefinger of dominant hand
6. Push down with thumb and fingers (fore and middle) to put peg in place
7. Release peg and repeat steps 1-6

1.	Pick up peg using thumb and forefinger of dominant hand, with hole to top									
2.	Place non-dominant hand on pegboard to hold it steady									
3.	Lift peg and bring peg above pegboard									
4.	Lower peg over peg hole desired									
5.	Place peg in peg hole, still using thumb and forefinger of dominant hand									
6.	Push down with thumb and fingers (fore and middle) to put peg in place									
7.	Release peg and repeat steps 1-6									

Emerson Outreach

Ed. Obj: Motor

Inst. Obj: Fine

Given: 10 pegs with hole at top, already placed in pegboard in a row, and a tipped string with knot on other end

The student will: lace string through holes

Criteria: without missing a hole

Task Analysis:

1. With thumb and forefinger of dominant hand grasp bottom of tipped end of string.
2. Bring tipped end of string to hole in peg.
3. Push entire tip of string through hole.
4. With non-dominant hand grasp hold of tipped end and pull string through hole until knot fits snugly against hole
5. Transfer tipped end of string to dominant hand.
6. Repeat Steps 2-5 for each peg.

1. With thumb and forefinger of dominant hand grasp bottom of tipped end of string									
2. Bring tipped end of string to hole in peg									
3. Push entire tip of string through hole									
4. With non dominant hand grasp hold of tipped end and pull string through hole until knot fits snugly against hole									
5. Transfer tipped end of string to dominant hand									
6. Repeat Steps 2-5 for each peg									

Emerson Outreach

Ed. Obj: Motor Skills

Inst. Obj: Fine

Given: A Creative Playthings Shape Sorting Box

The student will: Place each piece in the correct hole

Criteria: 10 out of 10 pieces

Task Analysis:
1. Pick up piece using thumb and forefinger of preferred hand.
2. Lift piece and lower it over corresponding hole in box.
3. Turn piece until it will drop into hole.
4. Drop into hole.

1. Pick up piece using thumb and forefinger of preferred hand.									
2. Lift piece and lower it over corresponding hole in box.									
3. Turn piece until it will drop into hole.									
4. Drop into hole.									
Student can manipulate the following pieces:									
Cube									
Rectangle									
Triangle									
Round Piece									
Odd Shaped Piece									

Emerson Outreach

Ed. Obj: Motor Skills

Inst. Obj: Fine

Given: A Jumbo Peg Board

The student will: Place at least 10 pegs in holes

Criteria: Pushing them in as far as they can go

Task Analysis:

1. Pick up peg using thumb and forefinger of dominant hand, with narrow end of peg pointing down.
2. Place non-dominant hand on peg board to steady it.
3. Lift peg and bring peg above peg board.
4. Lower peg over peg hole desired.
5. Place narrow end of peg in peg hole.
6. Push down with thumb and fingers (fore and middle) to "snap" peg in place.
7. Release peg.

1. Pick up peg using thumb and forefinger of dominant hand, with narrow end of peg pointing down.									
2. Place non-dominant hand on pegboard to steady it.									
3. Lift peg and bring peg above pegboard.									
4. Lower peg over peg hole desired.									
5. Place narrow end of peg in hole.									
6. Push down with thumb and fingers (fore and middle) to snap peg in place.									
7. Release peg.									

Emerson Outreach

Ed. Obj: Motor Skills

Inst. Obj: Fine

Given: A Disney Busy Poppin Pals

The student will: Manipulate all 5 operations to open 5 boxes

Criteria: Within ten attempts

Student can manipulate the following operations:

Push Button															
Slider															
Hi Lo Switch															
Dial															
On Off Switch															

Emerson Outreach

Ed. Obj: Motor Skills

Inst. Obj: Fine

Given: A set of Playskool Jumbo Beads

The student will: String

Criteria: At least 10 beads

Task Analysis:

1. With thumb and forefinger of dominant hand grasp bottom of tipped end of string.
2. Pick up one bead with non-dominant hand, holding solid side of head horizontally with three fingers (thumb, forefinger and middle finger).
3. Place entire tipped end of string in hole.
4. With non-dominant hand tilt bead downward at 45° angle so that the string is at the top and fingers of dominant hand are resting at the top.
5. With thumb and forefinger of dominant hand feed string by pushing it through bead until tipped end appears through opening at bottom.

1. With thumb and forefinger of dominant hand grasp bottom of tipped end of string.									
2. Pick up one bead with non-dominant hand, holding solid side of head horizontally with three fingers (thumb, forefinger and middle finger).									
3. Place entire tipped end of string in hole.									
4. With non-dominant hand tilt bead downward at 45° angle so that the string is at the top and fingers of dominant hand are resting at the top.									
5. With thumb and forefinger of dominant hand feed string by pushing it through bead until tipped end appears through opening a bottom.									

Emerson Outreach

Ed. Obj:	Motor Skills
Inst. Obj:	Fine
Given:	A puzzle of 4 simple separate pieces
The student will:	Place the pieces in their correct places
Criteria:	4 out of 4 pieces

Task Analysis: Puzzle board is laying in front of student

1. Pick up one puzzle piece with dominant hand, holding between thumb and forefinger
2. Place near or in proper space, right side up
3. Place forefinger and middle finger on flat surface of piece and slide around until piece fits into correct space.

1. Pick up one puzzle piece with dominant hand, holding between thumb and forefinger									
2. Place near or in proper space, right side up									
3. Place forefinger and middle finger on flat surface until piece fits into correct space									

Emerson Outreach

Ed. Obj: Motor Skills

Inst. Obj: Fine

Given: A DLM Lacing Card

The student will: Lace around one card using a running stitch

Criteria: Without missing a hole

Task Analysis:

1. Grasp card in nondominant hand, thumb on top, fingers underneath spread so 1st 2 fingers form a "V" around the hole.
2. Bend elbow and hold card directly in front of the body so it is held parallel to floor.
3. Grasp string with thumb and forefinger of the dominant hand touching tipped end.
4. Bring the string directly up under the hole in the card.
5. Push the string upward and through the hole.
6. Hold the string in place on the underside of the card with the forefinger of the non-dominant hand.
7. Let go of the string with the dominant hand.
8. Bring the dominant hand to the top of the card.
9. Grasp the end of the string which is protruding through the hole with the thumb and forefinger of dominant hand.
10. Release the hold of the non-dominant hand on string.
11. Pull the string until the knot fits tightly against the underside of the hole by extending the dominant arm upward.
12. Move the non-dominant hand on the card so the 1st and forefinger form a "V" around the next hole.
13. With the dominant hand place the tipped end of the string into the next hole.
14. Push the string down through the hole with dominant hand.
15. Let go of the string with dominant hand.
16. Place dominant hand under card.
17. Grasp with the thumb and forefinger the string which is protruding through hole.

1. Grasp card in non-dominant hand, thumb on top fingers underneath spread so 1st 2 fingers form a "V" around the hole									
2. Bend elbow and hold card directly in front of the body so it is held parallel to floor									
3. Grasp string with thumb and forefinger of the dominant hand touching tipped end									
4. Bring the string directly up under the hole in the card									
5. Push the string upward and through the hole									
6. Hold the string in place on the underside of the card with the forefinger of the non-dominant hand									
7. Let go of the string with the dominant hand									
8. Bring the dominant hand to the top of the card									
9. Grasp the end of the string which is protruding through the hole with the thumb and forefinger of the dominant hand									
10. Release the hold of the non-dominant hand of string									
11. Pull the string until the knot fits tightly against the underside of the hole by extending the dominant arm upward									
12. Move the non-dominant hand on the card so the 1st and forefinger form a "V" around the next hole									
13. With the dominant hand place the topped end of the string into the next hole									
14. Push the string down through the hole with dominant hand									
15. Let go of string with dominant hand									
16. Place dominant hand under card									
17. Grasp with the thumb and forefinger the string which is protruding thru hole									

Emerson Outreach

Ed. Obj: Motor Skills

Inst. Obj: Fine

Given: Five pincher clothespins and a standard pencil

The student will: Open the clothespins and place them on the pencil

Criteria: So they all stay on when the pencil is shaken

Task Analysis:

1. Hold pencil in non-dominant hand near eraser end.
2. Pick up one clothespin with dominant hand at open end holding it with thumb on top handle and forefinger on bottom handle.
3. Squeeze thumb and forefinger together, opening clothespin.
4. Put clothespin on pencil so pencil is in grooves of clothespin.

1. Hold pencil in non-dominant hand near eraser end.									
2. Pick up one clothespin with dominant hand at open end holding it with thumb on top handle and forefinger on bottom handle.									
3. Squeeze thumb and forefinger together, opening clothespin.									
4. Put clothespin on pencil so pencil is in grooves of clothespins.									

Emerson Outreach

Ed. Obj: Motor Skills

Inst. Obj: Fine

Given: Five 1/2" bolts and nuts embedded in a board frame

The student will: Screw the bolts into the nuts

Criteria: Until they won't turn anymore

Task Analysis:

1. Hold bolt board with one hand.
2. Pick up bolt with other hand and hold at head end using thumb and fingers, thumb closest to body.
3. Place threaded end into nut in board.
4. Turn bolt 90° clockwise.
5. Move fingers on bolt to original position.
6. Continue turning in this matter until bolt won't turn anymore.

1. Hold bolt board with one hand.									
2. Pick up bolt with other hand and hold at head end using thumb and fingers, thumb closest to body.									
3. Place threaded end into nut in board.									
4. Turn bolt 90° clockwise.									
5. Move fingers on bolt to original position.									
6. Continue turning in this manner until bolt won't turn anymore.									

Emerson Outreach

Ed. Obj: Motor Skills

Inst. Obj: Gross

Given: A Judy Clown Bean Bag Toss Set placed 4 feet from the student

The student will: Throw underhand 2 out of 4 bean bags

Criteria: In any of the 4 holes

Task Analysis:

1. Stand four feet from bean bag target.
2. Hold bean bag in hand at side of body with arm fully extended down.
3. Bring hand straight back to 45° angle from hip.
4. Bring hand forward to waist height and release bean bag.

1. Stand four feet from bean bag target.									
2. Hold bean bag in hand at side of body with arm fully extended down.									
3. Bring hand straight back to 45° angle from hip.									
4. Bring hand forward to waist height and release bean bag.									

Ed. Obj: Motor Skills

Inst. Obj: Gross

Given: a 8"-10" diameter rubber playground ball tossed to chest height from 3-4 feet away

The student will: Catch and hold the ball

Criteria: for 3-5 seconds

Task Analysis:

1. Feet shoulder width apart and arms to side.
2. Bend arms at elbow to 90 degree angle keeping elbows close to sides.
3. Spread fingers apart.
4. Position eyes on ball.
5. When ball comes, bring arms together, cupping hands around ball.
6. Shift weight to dominant foot and step back, and simultaneously pulling ball towards body.

1. Feet shoulder width apart and arms to side.									
2. Bend arms at elbow to 90 degree angle keeping elbows close to sides.									
3. Spread fingers apart.									
4. Position eyes on ball.									
5. When ball comes, bring arms together, cupping hands around ball.									
6. Shift weight to dominant foot and step back, and simultaneously pulling ball towards body.									

Emerson Outreach

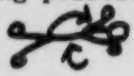
Ed. Obj: Motor Skills

Inst. Obj: Gross

Given: A log roll demonstration

The student will: Do two consecutive log rolls

Criteria: Characterized by extended arms and legs in the following position:



Task Analysis:

1. Lie down on his back parallel to edge of mat with legs straight and together, arms extended and touching the floor above head.
2. Cross ankles (optional).
3. (For a turn to the left) raise right hips off of floor, keeping left hip in contact with floor
4. Use legs to push and support body during turn.
5. Turn right hip to the left until it touches the floor, upper body and legs will follow as hips turn,legs and arms should remain straight.
6. Raise left hip off of floor, keeping right hip in contact with floor.
7. Turn left hip to the right until it touches the floor, upper body and legs will follow as hip turns, legs and arms should remain straight.
8. Repeat steps 3 through 6, four times to make motion continuous.

1. Lie down on his back parallel to edge of mat with legs straight and together, arms extended and touching the floor above head.					
2. Cross ankles.(Optional)					
3. (For a turn to the left) raise right hips off of floor, keeping left hip in contact with floor.					
4. Use legs to push and support body during turn.					
5. Turn right hip to the left until it touches the floor, upper body and legs will follow as hips turn, legs and arms should remain straight.					
6. Raise left hip off of floor, keeping right hip in contact with floor.					
7. Turn left hip to the right until it touches the floor, upper body and legs will follow as hip turns, legs and arms should remain straight.					
8. Repeat Steps 3 through 6, four times to make motion continuous.					

Ed. Obj: Motor

Inst. Obj: Gross

Given: A request to touch toes

The student will: touch toes

Criteria: Without bending knees, 3 out of 3 times

Task Analysis:

1. Stand with legs shoulder length apart.
2. Raise arms straight up over head.
3. Bend forward at waist, bringing arms down towards feet.
4. Keeping knees straight, touch toes with fingers.
5. Return to standing position, arms at sides.

1. Stand with legs shoulder length apart.									
2. Raise arms straight up over head.									
3. Bend forward at waist, bringing arms down towards feet.									
4. Keeping knees straight, touch toes with fingers.									
5. Return to standing position, arms at sides.									

Ed. Obj:	Motor Skills
Inst. Obj:	Gross
Given:	A request
The Student will:	Walk 10 feet
Criteria:	without falling

Task Analysis:

1. Stand erect feet slightly apart, arms down at sides close to body, weight evenly distributed on both feet.
2. Place body weight on non-dominant foot.
3. Extend dominant foot and place heel of foot on floor.
4. Extend opposing arm equal distance of the step.
5. Lean upper body forward shifting weight from rear foot to front foot lifting heel of rear foot from floor.
6. As weight transfers extended arm lowers to position beside body.
7. Lift rear foot from floor moving it forward passing dominant foot on floor.
8. Same side arm extends backward past hip as opposite arm swings forward past hip.
9. Place heel of non-dominant foot on floor.
10. Repeat procedure from Step 5 and continue.

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1. Stand erect feet slightly apart, arms down at sides close to body, weight evenly distributed on both feet.						
2. Place body weight on non-dominant foot.						
3. Extend dominant foot and place heel of foot on floor.						
4. Extend opposing arm equal distance of the step.						
5. Lean upper body forward shifting weight from rear foot to front foot lifting heel of rear foot from floor.						
6. As weight transfers extended arm lowers to position beside body.						
7. Lift rear foot from floor moving it forward passing dominant foot on floor.						
8. Same side arm extends backward past hip as opposite arm swings forward past hip.						
9. Place heel of non-dominant foot on floor.						
10. Repeat procedure from Step 5 and continue.						

Ed. Obj: Motor Skills

Inst. Obj: Gross

Given: A 2"x4" balance board

The Student will: jump over it

Criteria: Without falling, keeping both feet together throughout the jump

Task Analysis:

1. Stand erect with weight evenly distributed over both feet which are shoulder width apart.
2. Lean body forward, bending at the waist.
3. Bend knees
4. Keep head up with eyes looking forward
5. Swing arms backward, keeping them straight, until hands are above hips (palms up).
6. A. Extend knees, pushing off jumping surface with both feet, rolling from the heels to the toes, i.e. toes leave the floor last.
   B. Simultaneously, swing both arms rapidly forward and forcefully upward into a bent arm position.
7. While in the air, move knees forward, lunging feet forward.
8. Return to jumping surface on heels, thrusting arms downward.
9. Quickly bend ankles, knees and hips to break the body jar on contact.
10. Return to a standing position.

Emerson Outreach

1. Stand erect with weight evenly distributed over both feet which are shoulder width apart.					
2. Lean body forward, bending at the waist.					
3. Bend knees.					
4. Keep head up with eyes looking forward.					
5. Swing arms backward, keeping them straight, until hands are above hips. (Palms up.)					
6. A. Extend knees, pushing off jumping surface with both feet, rolling from the heels to the toes, i.e. toes leave the floor last.					
B. Simultaneously, swing both arms rapidly forward and forcefully upward into a bent arm position.					
7. While in the air, move knees forward, lunging feet forward.					
8. Return to jumping surface on heels, thrusting arms downward.					
9. Quickly bend ankles, knees and hips to break the body jar on contact.					
10. Return to a standing position.					

Ed. Obj: Motor Skills

Inst. Obj: Gross

Given: An adult performing a simple motor action, e.g. touching head or clapping hands, and a request from the adult.

The student will: Imitate that action

Criteria: 3 out of 3 times

Task Analysis: None

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Ed. Obj: Motor

Inst. Obj: Visual

Given: Objects of the nine basic colors

The student will: sort them by color

Criteria: 5 out of 5 times

Task Analysis: None

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Ed. Obj: Fine Motor

Inst. Obj: Handwriting

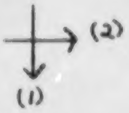
Given: Paper, pencil, worksheet and verbal cue.

The student will: Trace, imitate, copy or write the figure requested.

Criteria: According to task analysis.

Task Analysis:

- a. Scribbles with pencil.
- b. Traces vertical line.
  Imitates.
  Copies vertical line.
  Draws vertical line.
- c. Traces horizontal line.
  Imitates.
  Copies horizontal line.
  Draws horizontal line.
- d. Traces circle.
  Imitates.
  Copies circle.
  Draws circle.
- e. Traces a cross.
  Imitates.
  Copies a cross.
  Draws a cross.



- f. Traces a square.
  Imitates.
  Copies a square.
  Draws a square.
- g. Traces a rectangle.
  Imitates.
  Copies a rectangle.
  Draws a rectangle.
- h. Traces diagonal lines.
  Imitates.
  Copies diagonal lines.
  Draws diagonal lines.
- i. Traces an oblique cross.
  Imitates.
  Copies an oblique cross.
  Draws an oblique cross.
- j. Traces a triangle.
  Imitates.
  Copies a triangle.
  Draws a triangle.
- k. Traces diamond shape.
  Imitates.
  Copies diamond shape.
  Draws diamond shape.

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	Traces	Imitates	Copies	Draws or Prints
a. Scribbles with pencil.				
b. Vertical line "down"				
c. Horizontal line "sideways"				
d. Circle				
e. Cross				
f. Square				
g. Rectangle				
h. Diagonal line				

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	Traces	Imitates	Copies	Draws Prints
i. Oblique cross "ex"				
j. Triangle				
k. Diamond				

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Ed. Obj: Motor

Inst. Obj: Sensory

Given: 5 pairs of various textured materials, and a request to match corresponding pairs

The student will: Match corresponding textures by touch only

Criteria: 3/3 times

Task Analysis: Teacher complete chart with appropriate textures

TASK ANALYSES and OBJECTIVES

for

TRAINABLE MENTALLY RETARDED

~ quantitative skills ~

OUTREACH

MINNEAPOLIS PUBLIC SCHOOLS
SPECIAL EDUCATION PROGRAM SERVICES

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The views expressed in this publication do not necessarily reflect those of the Minneapolis Public Schools or the Office of Education.

These objectives and task analysis were written and compiled by the Emerson Outreach staff for use with the trainable mentally retarded students at Emerson School in Minneapolis, Minnesota. They can be used by special educators to write individual educational plans and to teach students the prescribed objectives. Parents can also use the notebook to learn the step-by-step procedure for teaching their child a skill.

Each objective has a chart to accompany it. Most charts are on the same page, on the back of the objective or on the page or pages following the objective. Some general charts have been developed to be used with more than one objective; numbers, reading, money, etc. These charts are found at the end of the section of objectives requiring the chart. If there is no chart given or referred to, a blank chart is to be used and will be at the end of the booklet.

The majority of the charts have the steps of the task analysis or a sequence on the left side of the chart. Going across the page are nine blank boxes for each step. This type of chart can be used in two ways.

1. Use the chart for more than one student and fill in their names across the top. Write in the date achieved for each step as they achieve it.

Turns on cold water									
Turns on hot water									
Places hands in water									

2. Use the chart for only one student and fill in the months, weeks or days across the top as appropriate. Written comments, dates, etc. can be filled in each box.

Turns on cold water									
Turns on hot water									
Places hands in water									

Some of the objects have no task analysis so the charts are blank. They can be used in any manner you wish to use them.

Another type of chart used for some of the Quantitative and Communication areas is different. It has numbers, letters, sounds, etc., listed down the left side and several skills across the top. This type of chart can be used for only one student and the date achieved can be filled in each box.

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: The direction to count to 10
The student will: recite the numerals in sequence to 10 (rote)
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: Sets of objects containing 1-10 members
The student will: Count the objects
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: A set of numerals 1-10 and a group of objects
The student will: Match each numeral with the correct number of objects
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

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Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: An unordered set of numerals 1-10
The student will: Place them in sequential order
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: The direction and materials to print numerals 1-10
The student will: print the numerals 1-10
Criteria: So that 3 out of 3 people can read them
Task Analysis: See numbers recording chart

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Ed. Obj: Quantitative Skills
Inst. Obj: Applies Numbers
Given: The direction to count to 11-20
The student will: Recite the numerals in sequence to 20 (rote.)
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: Sets of objects containing 11-20 members
The Student will: Count the objects
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: A set of numerals 11-20 and a group of objects containing 11-20 members
The student will: Match each numeral with the correct number of objects
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

Emerson Outreach

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: A set of numerals 11-20
The student will: Place them in sequential order
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: A direction and materials to print the numerals 11-20
The student will: Print the numerals 11-20
Criteria: So that 3 out of 3 people can read them
Task Analysis: See numbers recording chart

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: A direction to count to 100
The student will: recite the numerals in sequence from 1 to 100 (rote)
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: The numerals 1-100 in random order in sets of 10
The student will: Read the numerals
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

Ed. Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: The numerals 1-100 in random order
The student will: Place them in sequential order
Criteria: 5 out of 5 times
Task Analysis: See numbers recording chart

Ed.Objective: Quantitative Skills
Inst. Objective: Applies Numbers
Given: A direction and writing materials
The student will: Print the numerals 21-100
Criteria: So that 3 out of 3 people can read them
Task Analysis: See numbers recording chart

Numbers Recording Sheet 1 - 25

Rote Counts	Recognizes Numerals Verb. or Non-Verb	Sequences Numerals	Counts Objects	Matches Num. to Object	Writes Numerals
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.
6.	6.	6.	6.	6.	6.
7.	7.	7.	7.	7.	7.
8.	8.	8.	8.	8.	8.
9.	9.	9.	9.	9.	9.
10.	10.	10.	10.	10.	10.
11.	11.	11.	11.	11.	11.
12.	12.	12.	12.	12.	12.
13.	13.	13.	13.	13.	13.
14.	14.	14.	14.	14.	14.
15.	15.	15.	15.	15.	15.
16.	16.	16.	16.	16.	16.
17.	17.	17.	17.	17.	17.
18.	18.	18.	18.	18.	18.
19.	19.	19.	19.	19.	19.
20.	20.	20.	20.	20.	20.
21.	21.	21.	21.	21.	21.
22.	22.	22.	22.	22.	22.
23.	23.	23.	23.	23.	23.
24.	24.	24.	24.	24.	24.
25.	25.	25.	25.	25.	25.

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Name____________________________

Numbers Recording Chart 26 - 50

Rote Counts	Recognizes Numerals Verb. or Non-Verb	Sequences Numerals	Counts Objects	Matches Num. to Object	Writes Numerals
26.	26.	26.	26.	26.	26.
27.	27.	27.	27.	27.	27.
28.	28.	28.	28.	28.	28.
29.	29.	29.	29.	29.	29.
30.	30.	30.	30.	30.	30.
31.	31.	31.	31.	31.	31.
32.	32.	32.	32.	32.	32.
33.	33.	33.	33.	33.	33.
34.	34.	34.	34.	34.	34.
35.	35.	35.	35.	35.	35.
36.	36.	36.	36.	36.	36.
37.	37.	37.	37.	37.	37.
38.	38.	38.	38.	38.	38.
39.	39.	39.	39.	39.	39.
40.	40.	40.	40.	40.	40.
41.	41.	41.	41.	41.	41.
42.	42.	42.	42.	42.	42.
43.	43.	43.	43.	43.	43.
44.	44.	44.	44.	44.	44.
45.	45.	45.	45.	45.	45.
46.	46.	46.	46.	46.	46.
47.	47.	47.	47.	47.	47.
48.	48.	48.	48	48.	48.
49.	49.	49.	49.	49.	49.
50.	50.	50.	50.	50.	50.

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name________________________________

Numbers Recording Sheet 51 - 75

Rote Counts	Recognizes Numerals Verb or Non- Verb	Sequences Numerals	Counts Objects	Matches Num. to Object	Writes Numerals
51.	51.	51.	51.	51.	51.
52.	52.	52.	52.	52.	52.
53.	53.	53.	53.	53.	53.
54.	54.	54.	54.	54.	54.
55.	55.	55.	55.	55.	55.
56.	56.	56.	56.	56.	56.
57.	57.	57.	57.	57.	57.
58.	58.	58.	58.	58.	58.
59.	59.	59.	59.	59.	59.
60.	60.	60.	60.	60.	60.
61.	61.	61.	61.	61.	61.
62.	62.	62.	62.	62.	62.
63.	63.	63.	63.	63.	63.
64.	64.	64.	64.	64.	64.
65.	65.	65.	65.	65.	65.
66.	66.	66.	66.	66.	66.
67.	67.	67.	67.	67.	67.
68.	68.	68.	68.	68.	68.
69.	69.	69.	69.	69.	69.
70.	70.	70.	70.	70.	70.
71.	71.	71.	71.	71.	71.
72.	72.	72.	72.	72.	72.
73.	73.	73.	73.	73.	73.
74.	74.	74.	74.	74.	74.
75.	75.	75.	75.	75.	75.

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Name______________________

Numbers Recording Sheet 76 - 100

Rote Counts	Recognizes Numerals Verb or Non-Verb	Sequences Numerals	Counts Objects	Matches Num. to Object	Writes Numerals
76.	76.	76.	76.	76.	76.
77.	77.	77.	77.	77.	77.
78.	78.	78.	78.	78.	78.
79.	79.	79.	79.	79.	79.
80.	80.	80.	80.	80.	80.
81.	81.	81.	81.	81.	81.
82.	82.	82.	82.	82.	82.
83.	83.	83.	83.	83.	83.
84.	84.	84.	84.	84.	84.
85.	85.	85.	85.	85.	85.
86.	86.	86.	86.	86.	86
87.	87.	87.	87.	87.	87.
88.	88.	88.	88.	88.	88.
89.	89.	89.	89.	89.	89.
90.	90.	90.	90.	90.	90.
91.	91.	91.	91.	91.	91.
92.	92.	92.	92.	92.	92.
93.	93.	93.	93.	93.	93.
94.	94.	94.	94.	94.	94.
95.	95.	95.	95.	95.	95.
96.	96.	96.	96.	96.	96.
97.	97.	97.	97.	97.	97.
98.	98.	98.	98.	98.	98.
99.	99.	99.	99.	99.	99.
100.	100.	100.	100.	100.	100.

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Ed. Objective: Quantitative Skills

Inst. Objective: Applies Numbers

Given: The direction to count to 100 by 10's

The student will: count to 100

Criteria: 5 out of 5 times

Task Analysis:

Counts by 10's to 100 starting at:

10									
20									
30									
40									
50									
60									
70									
80									
90									
100									

Start at:

15									
25									
35									
45									
55									
65									
75									
85									
95									

Emerson Outreach

Ed. Objective: Quantitative Skills

Inst. Objective: Applies Numbers

Given: The direction to count to 100 by 5's

The student will: Count to 100

Criteria: 5 out of 5 times

Task Analysis:

5									
10									
15									
20									
25									
30									
35									
40									
45									
50									
55									
60									
65									
70									
75									
80									
89									
90									
95									

Emerson Outreach

Ed. Objective: Quantitative Skills

Inst. Objective: Applies numbers

Given: The 64 different combinations of 2 numerals with sums of 10 or less

The student will: Add them

Criteria: 5 out of 5 times

Task Analysis: See attached recording chart

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+	0	1	2	3	4	5	6	7	8	9
0										
1										
2										
3										
4										
5										
6										
7										
8										
9										

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Ed. Objective:	Quantitative Skills
Inst. Objective:	Applies Numbers
Given:	The different combinations of 2 numerals with sums of 18 or less
The student will:	Add them
Criteria:	5 out of 5 times
Task Analysis:	See recording chart

Emerson Outreach

+	0	1	2	3	4	5	6	7	8	9
0										
1										
2										
3										
4										
5										
6										
7										
8										
9										

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Ed. Objective: Quantitative Skills

Inst. Objective: Applies Numbers

Given: The 55 different combinations of 2 numerals with remainders less than 10

The student will: subtract them

Criteria: 5 out of 5 times

Task Analysis: See recording chart

	9	8	7	6	5	4	3	2	1	0	
9											
8	X										
7	X	X									
6	X	X	X								
5	X	X	X	X							
4	X	X	X	X	X						
3	X	X	X	X	X	X					
2	X	X	X	X	X	X	X				
1	X	X	X	X	X	X	X	X			
0	X	X	X	X	X	X	X	X	X		

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Ed. Objective: Quantitative Skills

Inst. Objective: Applies Numbers

Given: The 100 different combination of 2 numerals with remainders of 9 or less.

The student will: Subtract them correctly

Criteria: 5 out of 5 times

Task Analysis: See recording chart

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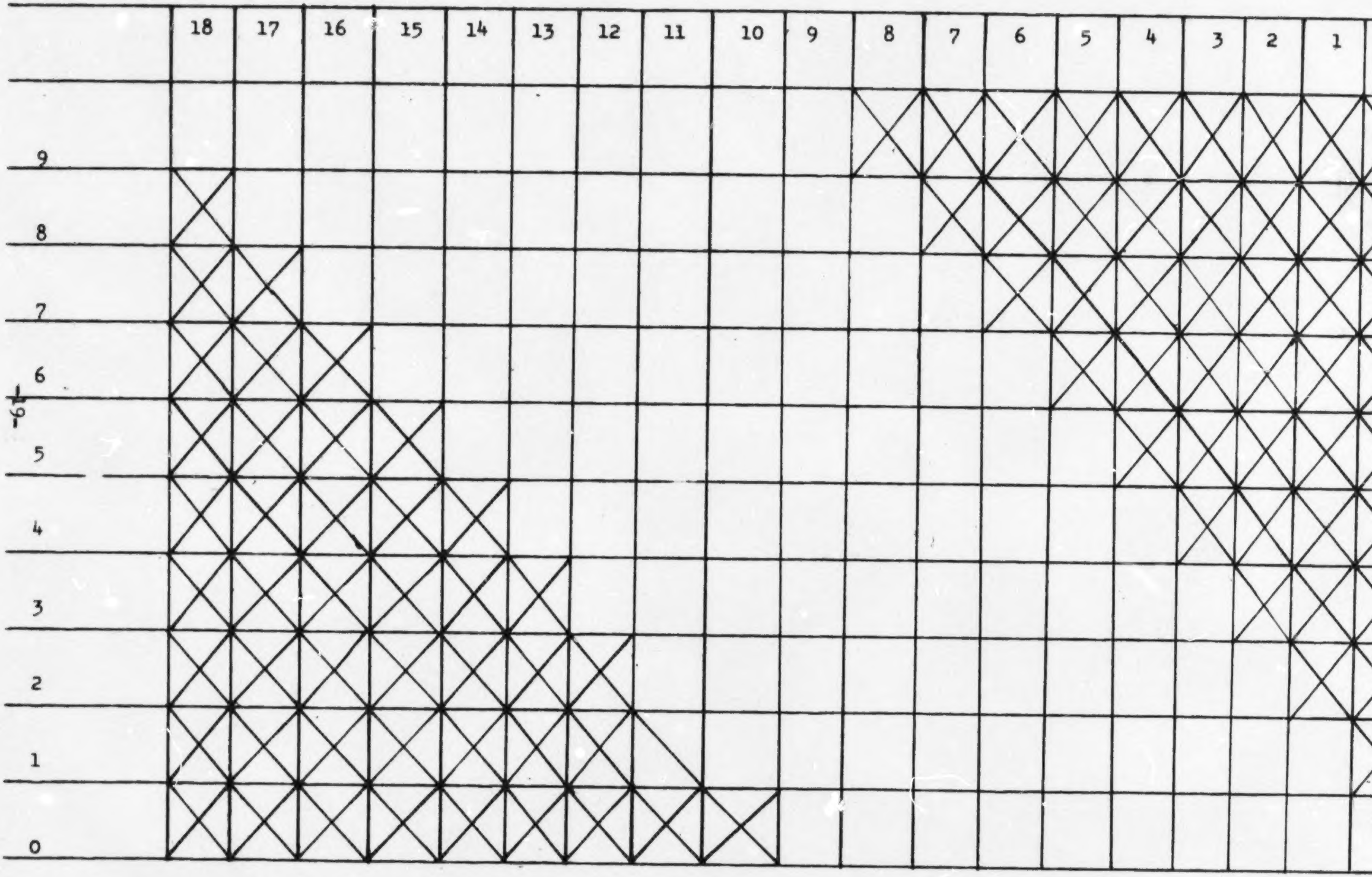

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Ed. Objective: Quantitative

Inst. Objective: Applies numbers

Given: 10 problems requiring carrying to the third digit

The student will: add them

Criteria: with 100% accuracy

Task Analysis:

1. 347+653 = 1000
2. 458+743 = 1201
3. 829+284 = 1113
4. 454+666 = 1120
5. 774+337 = 1111
6. 888+244 = 1132
7. 244+677 = 921
8. 532+779 = 1311
9. 911+789 = 1700
10. 638+188 = 826

1. 347+653 = 1000										
2. 458+743 = 1201										
3. 829+284 = 1113										
4. 454+666 = 1120										
5. 774+337 = 1111										
6. 888+244 = 1132										
7. 244+677 = 921										
8. 532+779 = 1311										
9. 911+789 = 1700										
10. 638+188 = 826										

Ed. Objective: Quantitative

Inst. Objective: Applies numbers

Given: 10 problems requiring borrowing to the third digit

The student will: Subtract them

Criteria: with 70% accuracy

Task Analysis:
1. 451 - 328
2. 853 - 315
3. 761 - 532
4. 964 - 745
5. 767 - 439
6. 895 - 469
7. 873 - 355
8. 960 - 257
9. 937 - 318
10. 582 - 253

1. 451 - 328									
2. 853 - 315									
3. 761 - 532									
4. 964 - 745									
5. 767 - 439									
6. 895 - 469									
7. 873 - 355									
8. 960 - 257									
9. 937 - 318									
10. 582 - 253									

Ed. Objective: Quantitative

Inst. Objective: Applies numbers

Given: 10 problems each with two 3-digit numerals

The student will: Multiply them

Criteria: with 70% accuracy

Task Analysis:
1. 379 x 111
2. 852 x 452
3. 999 x 444
4. 753 x 472
5. 544 x 823
6. 211 x 458
7. 733 x 812
8. 100 x 400
9. 423 x 555
10. 941 x 324

1. 379 x 111									
2. 852 x 452									
3. 999 x 444									
4. 753 x 472									
5. 544 x 823									
6. 211 x 458									
7. 733 x 812									
8. 100 x 400									
9. 423 x 555									
10. 941 x 324									

Ed. Objective:	Quantitative
Inst. Objective:	Time (Calendar)
Given:	A request and cards with day of the week on them
The student will:	place the cards in sequential order starting with Sunday
Criteria:	5 out of 5 times
Task Analysis:	1. Sunday 2. Monday 3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. Saturday

1. Sunday									
2. Monday									
3. Tuesday									
4. Wednesday									
5. Thursday									
6. Friday									
7. Saturday									

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Ed. Objective: Quantitative Skills

Inst. Objective: Time (Clock)

Given: A clock with hands

The student will: State the time to the minute

Criteria: 5 out of 5 times

Task Analysis: Telling time

1. Names/identifies parts of clock face, hands - big = minute, little = hour.
2. Is able to sequence numbers 1 to 12 (can use clock puzzle or blank clock face and put the numbers in order around the face.)
3. Telling time on the hour.
    a. given a clock indicating time on the hour - can child make his clock match that time.
    b. reads time on the hour when shown clock set on hour.
    c. when given a verbal direction child can make clock read the time.
    d. given the time on the hour written down, child can arrange the clock hands correctly.
4. Identifies/names numbers to 30.
5. Telling time on the 1/2 hour.
    a. given a clock indicating time on the half hour child can arrange the hands to match that time on his own clock.
    b. reads time on 1/2 hour when shown clock set on 1/2 hour.
    c. when given verbal direction, child can make clock read the specific time.
    d. given the time on the 1/2 hour written down the child will arrange the clock hands correctly.
6. Child will demonstrate understanding of concept after by telling which number comes after 1, after 2, etc., all the way to after 11.
7. Child can count by 5's to 60 using after: 5 after, 10 after, etc.
8. Telling time by 5 minute intervals.
    a. Given a clock indicating time at 5 minute intervals, child can arrange hands on his clock to match.
    b. reads time at 5 minute intervals when shown clock set at 5 minute intervals.
    c. when given verbal direction child can make clock read the specified time.
    d. given the time written at 5 minute intervals the child can arrange clock hands correctly.
9. Counts/recognizes numbers 1-60.
10. Telling time by minute intervals.
    a. given a clock indicating time at minute intervals, child can arrange hands on his clock to match.
    b. reads time at 1 minute intervals when shown clock set.
    c. given verbal direction child will arrange hands correctly to read minute intervals.
    d. given the written time child will arrange clock hands correctly.

1. Names/Identifys parts of clock: Face Hand - Big-Minute										
Hand - Little- Hour										
2. Is able to sequence numbers 1-12 (can use clock puzzle or blank face to put numbers in order)										
3. A. Telling time on the hour Given a clock indicating time on the hr. - can he make his clock match that time										
B. Reads time on the hour when shown a clock set on the hour										
C. When given 1 verbal direction (i.e. make your clock read 1 o'colck) he can make his clock read the correct time										
D. Given the time on the hour written- he can arrange the clock hands correctly										
4. Identifys and names #'s to 30										
5. A. Telling time on the 1/2 hour Given a clock indicating time on the half hour - child can arrange the hands to match that time on his own clock										
B. Reads time on 1/2 hr. when shown clock set on 1/2 hour										
C. When given verbal direction (i.e. make your clock read 1:30) child will arrange hands correctly										
D. Given the time on the 1/2 hr written down the child will arrange the clock hands correctly										
6. Child will demonstrate understanding of concept after by telling which number comes after 1, after 2, all the way to after 11										
7. Child can count by 5's to 60; using 5 after, 10 after etc.										

8. Telling time by 5 minute intervals A. Given a clock indicating time at 5 minute intervals child can arrange hands on his clock to match										
B. Reads time at 5 minute intervals when shown colck set at 5 minute intervals										
C. When given the verbal direction, the child can make clock read the specified time										
D. Given the time written at 5 minute intervals, the child can arrange clock hands correctly										
9. Identifys/names numbers 1 - 60										
10. Telling time by minute intervals A. Given a clock indicating time at minute intervals, child can arrange hands on his clock to match										
B. Reads time at 1 minute intervals when shown clock set										
C. Given verbal direction child will arrange hands correctly to read minute intervals										
D. Given the written time child will arrange clock hands correctly										

Emerson Outreach

Ed. Objective: Quantitative Skills

Inst. Objective: Managing money

Given: A handful of change containing pennies, dimes, nickels and quarters that total $1.00

The student will: count the change

Criteria: 5 out of 5 times

Task Analysis: See attached chart.
Task analysis refers to Money Trainer materials. These are available from: Mr. Larry Holmquist, Director of Special Education, Montana Regional Services, Belgrade Public Schools, P.O. Box 162, Belgrade, Montana, 59714.

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	Verb.	Non. Verb.									
1. STUDENT RECOGNIZES: Penny											
Nickel											
Dime											
Quarter											
Half-dollar											
2. STUDENT KNOWS CENT VALUE: Penny- 1¢											
Nickel- 5¢											
Dime- 10¢											
Quarter- 25¢											
Half-Dollar- 50¢											
3. STUDENT READS COIN WORDS: Penny											
Nickel											
Dime											
Quarter											
Half-Dollar											
4. STUDENT ROTE COUNTS 1-25											
5. STUDENT RECOGNIZES NUMERALS 1-25											
6. STUDENT WRITES NUMERALS 1-25											
7. STUDENT COMPLETES SEC. 1(P.1-9) of trainer using board and plastic money											

8. STUDENT REPEATS SEC 1 (p. 1-9) OF TRAINER using plastic money only										
9. STUDENT REPEARS SEC. 1 (p.1-9) OF TRAINER using real money										
10. STUDENT ROTE COUNTS 1-35										
11. STUDENT RECOGNIZES NUMERALS 1-35										
12. STUDENT WRITES NUMERALS 1-35										
13. STUDENT COMPLETES SEC.2 (p. 10-16) OF trainer using board and plastic (values to 35¢)										
14. STUDENT COMPLETES SEC. 2 (p. 10-16) OF trainer using plastic only										
15. STUDENT COMPLETES SEC. 2 (p. 10-16) OF trainer using real money only										
16. STUDENT ROTE COUNTS 1-45										
17. STUDENT RECOGNIZES NUMERALS 1-45										
18. STUDENT WRITES NUMERALS 1-45										
19. STUDENT COMPLETES SEC. 3 (p. 17-25 OF trainer using board and plastic (values to 45¢)										
20. STUDENT COMPLETES SEC. 3 (p. 17-25) OF trainer using plastic money only										
21. STUDENT COMPLETES SEC. 3 (p. 17-25) OF trainer using real money										
22. STUDENT ROTE COUNTS 1-50										
23. STUDENT RECOGNIZES NUMERALS 1-50										
24. STUDENT WRITES NUMERALS 1-50										
25. STUDENT COMPLETES SEC. 4 (p. 26-29) OF trainer using board and plastic (values to 50¢)										
26. STUDENT CONPLETES SEC. 4 (p. 26-29) OF trainer using plastic money										

Ed. Objective: Quantitative

Inst. Objective: Managing money

Given: A handful of change containing nickels, dimes, quarters and halves totaling $1.00, and a request to make a purchase for a specific amount

The student will: count the remaining change

Criteria: 100% for 5 trials

Task Analysis:

1. Student makes change for 10¢.
2. Student makes change for 15¢.
3. Student makes change for 20¢.
4. Student makes change for 25¢.

5. Student makes change for 30¢.
6. Student makes change for 35¢.
7. Student makes change for 40¢.
8. Student makes change for 45¢.
9. Student makes change for 50¢.

10. Student makes change for 60¢.
11. Student makes change for 75¢.

12. Student makes change for 85¢.
13. Student makes change for $1.00.

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1. Student makes change for 10¢.									
2. Student makes change for 15¢.									
3. Student makes change for 20¢.									
4. Student makes change for 25¢.									
5. Student makes change for 30¢.									
6. Student makes change for 35¢.									
7. Student makes change for 40¢.									
8. Student makes change for 45¢.									
9. Student makes change for 50¢.									
10. Student makes change for 60¢.									
11. Student makes change for 75¢.									
12. Student makes change for 85¢.									
13. Student makes change for $1.00.									

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Ed. Objective: Quantitative

Inst. Objective: Managing Money

Given: 18 cards that state how much money the student has and the cost of an item under $1.00 and the necessary change to make the transaction

The student will: make the correct change

Criteria: with 90% accuracy

Task Analysis:

Cards									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									

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